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ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 9. It provides detailed description of the test items used to measure each reading objective. The eleven objectives are subsumed under five skills: (1) main idea; (2) word meaning (vocabulary recognition); (3) detail (specific, sequence); (4) inference (drawing conclusions, facts and opinion, cause and effect, generalization from detail, author's point of view); and (5) reference usage (identifying reference sources, using graphic aids). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

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INSTRUCTIONAL STRATEGIES GUIDE

READING

GRADE 9

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August 1986

TM 870 031

TEAMS INSTRUCTIONAL STRATEGIES GUIDE

READING

GRADE 9

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INTRODUCTION

During 1980-1985 the Texas Education Agency (TEA) administered a criterion-referenced testing program, the Texas Assessment of Basic Skills (TABS). That program was designed to measure minimum skills in mathematics, reading, and writing at Grades 3, 5, and 9. In July 1984, under the provisions of House Bill 72, a new basic skills assessment program was mandated in mathematics, reading, and writing at Grades 1, 3, 5, 7, 9, and 11. In response, development of the Texas Educational Assessment of Minimum Skills (TEAMS) was instituted by TEA during the 1985-1986 school year.

School district personnel from across Texas participated in all aspects of the development of TEAMS. Basic skills objectives were selected after a thorough review of the State Board of Education Rules for Curriculum, GE4 450 01 (Essential Elements). Under TEA supervision measurement specifications and test items were developed for each objective. Statewide field testing was conducted to ensure the quality of test items. The State Board of Education then approved the TEAMS tests for administration.

Because of the significance of the TEAMS program, TEA is providing Texas educators with instructional strategies guides for all objectives measured on each TEAMS examination. These guides describe the TEAMS objectives as well as instructional considerations and activities that can be used to promote mastery of TEAMS objectives.

This instructional strategies guide focuses on the TEAMS reading objectives for Grade 9. It provides a detailed description of the test items used to measure each reading objective. In addition, a brief instructional analysis is provided for each objective as are instructional activities that can help students master the objective.

Texas educators will undoubtedly vary in the ways they wish to promote learner mastery of the TEAMS objectives. Thus, the instructional components of this guide are <u>not</u> intended to be prescriptive. Teachers should view suggested activities as potential approaches that lead to mastery of the TEAMS objectives.

<u>Components of the Instructional Strategies Guide</u>

Eleven TEAMS reading objectives are measured at the ninth grade level. These objectives are subsumed under one of five skill areas. The distribution of reading objectives by skill area is shown on the next page.

SKILL AREA	OBJECTIVE
Main Idea	Main Idea
Word Meaning	Vocabulary Recognition
Detail	Specifics Sequence
Inference	Drawing Conclusions Fact and Opinion Cause and Effect Generalization from Detail Author's Point of View
Reference Usage	Identifying Reference Sources Using Graphic Aids

This guide provides the following information for each of the reading objectives included in the TEAMS Grade 9 test.

Description of the objective. This section provides a succinct overview of the objective's focus.

Sample item. An illustrative sample item follows the description of each objective. This item is consistent with the test specifications for the objective, hence is representative of the TEAMS items used to measure students' mastery of the objective.

Test questions. To provide a more detailed view of how each TEAMS objective is assessed, the next section provides a description of the test question. All of the Grade 9 reading items present a stimulus that precedes four answer choices.

Answer choices. The next section deals with the response to each multiple-choice test item. Important characteristics of the answer choices are described.

Answer analysis for sample item. An analysis of the answer choices from the sample item is then provided. This analysis explains why the correct answer is right and why the incorrect answers are wrong.

Instructional emphases. Considerations relevant to the design of instructional sequences for each TEAMS objective are described in this section. These instructional analyses are not intended to represent the only important points associated with instruction aimed at a particular objective. However, it is hoped that these discussions will stimulate educators' consideration of each objective.

Possible instructional activities. A final section discusses several instructional activities for each objective that Texas educators may wish to consider as they organize their instructional plans.

Use of the Instructional Strategies Guide

This TEAMS instructional strategies guide is designed to accomplish two goals. First, the guide enables Texas educators to become familiar with the types of strategies employed to assess learner mastery of the TEAMS Grade 9 reading objectives. Educators who wish to learn more about how the TEAMS objectives are tested should consult the TEAMS objectives and measurement specifications available at cost from TEA. The level of detail provided in this instructional strategies guide should provide sufficient information for educators to design effective instructional sequences. Second, each instructional strategies guide provides suggestions for instructional strategies that can be used to promote mastery of TEAMS objectives.

The specific setting in which a given district chooses to provide instruction in the TEAMS objectives will influence the way in which the materials in this guide can be employed. The format of the guide permits flexible use.

General Nature of the Test Items

The TEAMS Grade 9 reading objectives are measured by multiple-choice items that consist of a stimulus followed by four answer choices, one of which is correct. The stimulus, depending on the objective, is a question, a sentence, or a display or reading selection followed by a question. Reading selections are similar to those that students encounter in school, at home, or in their community. The selections include narratives, fiction, and passages from the content areas. For objectives 1, 3, 4, 5, 7, and 9 each reading selection is used as a stimulus for more than one item and is used to test more than one objective. These selections range from 200 to 400 words in length. For objectives 6 and 8 each reading selection is used as a stimulus for one item testing that objective, and ranges from 75 to 150 words in length. All selections are written at approximately a ninth grade reading level.

SKILL AREA: MAIN IDEA

Objective 1: Identify the main idea.

This objective requires students to select the best statement of a reading selection's main idea.

Sample Item

Read the following passage. Then answer the question.

> Have you ever wanted a name other than the one you received from your parents? Some people go to court to be granted new names. They may consider their first or last names to be unattractive, embarrassing, too ordinary, or too exotic.
>
> A dentist named Ellen Hurt changed her last name to Andrews. Timothy Greeley, a painter, became Timothy Color. An elderly man with a long white beard selected Santa Claus as his new name. A woman named Sandra Ann altered her last name from Fear to Joy.
>
> William Wilson Bobo had two reasons for changing his name to Beau Wilson Williams. One was that he was always being teased about his name and was frequently called "Bozo" and "Booboo." His other motivation was his marriage to a Colombian woman. She informed him that "bobo" meant "idiot" in Colombia and complained that she didn't enjoy being "Mrs. Idiot."
>
> Johnny Joe Jones became Anthony Tyrone Del Vecchio to enhance a new image that he was cultivating. He also lost 50 pounds and changed his hairstyle. "I didn't feel good about myself when I was Johnny Joe," he said. Now he not only feels better about himself, but also finds that people treat him with more respect.
>
> A person is legally allowed to change a name to anything except a number. This was decided by the Supreme Court in 1980 when a teacher wanted his name changed to 1069.
>
> To adopt a new name legally, first file a petition with the county clerk. Then you make a court appearance that usually lasts approximately 10 minutes. Next you must file legal papers with the secretary of state in the state capital. Finally, you must have notices published in the newspaper to announce your name change. This simple process has proven worthwhile for many individuals who once felt burdened by their given names.

Which of the following is the best statement of the main idea of this passage?

A. A man who married a woman from Colombia changed his name to Beau Wilson Williams.

B. People can change their names to either new names or numbers.

C. Sometimes a woman who gets divorced will go to court to regain her birth name.

D. People who don't like their names sometimes go through the process of legally changing them.

Test Questions

1. Main idea items will present a reading selection that communicates a single, central idea that is explicitly stated in one sentence or is implied in the selection as a whole. This selection will be followed by a question or statement that requires students to identify the main idea of the selection.

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be a statement that is accurate, relevant, and of the most appropriate scope in relation to the other answer choices. For a selection in which the main idea is explicitly stated in one sentence, the correct answer will be a paraphrase of the main idea sentence from the selection. For a selection in which the main idea is implied, the correct answer will represent that implied main idea.

2. Incorrect answer choices will be any of the following types:

   a. Contradicted: A statement that is contradicted by information in the selection.

   b. Inappropriate in Scope: A statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection.

   c. Irrelevant: A statement that introduces information not included in the text. The statement must contain at least one concept from the selection.

Answer Analysis for Sample Item

1. Answer choice A is inappropriate in scope because it is too narrow to be a statement of the reading selection's main idea. Although it is a true statement, it is simply one detail from the selection. It does not account for all the important information in the selection.

2. Answer choice B is contradicted by information presented in the selection. The fifth paragraph states that people can change their names to anything except numbers.

3. Answer choice C is irrelevant because it introduces information not included in the selection. The selection does not mention anything about divorced women changing their names.

4. Answer choice D is a correct statement of the main idea because it synthesizes the important information presented in the reading selection. The first paragraph states why people change their names. The next three paragraphs provide examples of individuals who changed their names. The last two paragraphs discuss the legality of changing one's name and the process involved. Thus, this answer choice effectively states the main idea of the selection by synthesizing the selection's content into a single sentence.

Instructional Emphases

To comprehend what they read, students must be able to recognize the central idea or message expressed in a reading selection. Thus, the ability to recognize a selection's main idea is an essential reading skill.

The main idea of a passage is a summary of the information presented in the passage. Sometimes the main idea is explicitly stated in a single sentence. More often, the main idea must be inferred by coalescing information presented throughout the passage.

There are three specific subskills that students must possess in order to identify the main idea. First, students must be able to differentiate between a detail (a specific piece of information) and a main idea (an expression of a general theme or idea). Thus, students must have some notion of scope, or the different levels of specificity between a detail and a main idea. Data from previous administrations of TEAMS have indicated that students frequently select as their answer a detail rather than a main idea statement when the answer choice looks very similar to a phrase or sentence that appears in the passage. Therefore, in teaching your students how to identify the main idea, it is critical that they understand that just because a sentence appears in the passage, it is not necessarily the passage's main idea. Students are particularly likely to make this mistake if the detail is presented at the beginning of the selection or of a paragraph within the selection.

Students must also be able to identify a unifying theme among numerous related details. This is necessary in items in which the main idea is not directly stated but is implied. In such instances, the main idea is the unifying theme that links pieces of information together.

Finally, students must also be able to recognize paraphrased information. In items in which the main idea is explicitly stated, the correct answer choice will be a paraphrase of that statement. Students must recognize that any idea can be expressed in a number of ways by using synonyms or by modifying the word order.

Possible Instructional Activities

Biography Briefs

In this activity, students discuss the accuracy of main idea statements derived from brief biographies of famous personalities. Have students locate from a magazine, encyclopedia, or other source a brief biographical article that describes a favorite celebrity (e.g., a rock star, athlete, actor/actress). Collect these biographies and select 10 of them to distribute to the entire class. Have students read each biography, in turn, and discuss possible main idea statements for each biography. Require students to avoid using the celebrity's name in the main idea statement to make the activity more challenging. Evaluate the appropriateness of suggested main idea statements using the criteria of appropriate scope, accuracy, and relevance.

Team Trials

Instruct students to bring to class a one-page report they have previously written for a class in a subject area such as science or social studies. Have students produce a neat, legible copy of the paper, without the title. Students should not write their names on these reports. Collect the reports and select 20 of them for use as main idea passages. Write a main idea sentence for each passage and three other incorrect main idea sentences that are consistent with the description of incorrect answers previously provided.

Divide the class into four groups of equal size. Each day for one week give the entire class four (of the 20) passages. Ask students to work individually to select the best statement of the main idea for each passage and collect their responses. One point should be awarded for each correct response. Add together the number of points achieved by each team member to get a team score for each day. The team with the most points at the end of the week wins. Encourage students to help their teammates who are having trouble by allotting five minutes of class time for team meetings each day of the contest.

Teams should use this time together to review the previous day's main idea passages (which should be made available for these team meetings).

Title Time

In this activity, students create "main idea" titles for articles from magazines. Have each student clip an article from a reading source of high interest (e.g., magazines about sports or rock stars). Have each student read the article and write four titles for the article on a separate piece of paper. One title should accurately express the main idea of the article, and the others should be relevant yet inaccurate titles. Instruct students to create incorrect titles that describe a detail in the article or contain information not included in the selection. (You may wish to check the accuracy of students' titles before implementing this activity.) Have students exchange articles, with the accompanying titles, and select the title that best expresses the main idea of the article they are given.

SKILL AREA: WORD MEANING

Objective 2: Identify the meaning of words with academic and practical applications.

This objective requires students to identify the correct definition of a word that should already be familiar.

Sample Item

Read the sentence. Then choose the meaning of the underlined word or group of words.

Robin often participates in civic events.

A. military

B. athletic

C. religious

D. community

Test Questions

1. A test item will present a sentence, not longer than 18 words, containing an underlined word.

2. The underlined word will relate to a concept in science, social studies, mathematics, or English and will be at the ninth grade level on the TEA Cumulative Vocabulary List.

3. The sentence containing the underlined word will provide as few context clues as possible to the meaning of the underlined word.

Answer Choices

1. The correct answer choice will be an accurate definition of the underlined word.

2. Incorrect answer choices will be words or phrases that are plausible but incorrect definitions of the underlined word.

Answer Analysis for Sample Item

1. Answer choice D, "community," is correct because it is an accurate definition of "civic."

2. Answer choices A, B, and C are plausible but inaccurate definitions. All three are plausible in that they fit both syntactically and semantically into the sentence. That is, it is certainly possible for a person to participate in military, athletic, or religious events. These are not, however, correct definitions of "civic."

Instructional Emphases

Vocabulary development plays a central role in the educational process. As students sharpen their skills and enter new realms of knowledge, they need to become familiar with an ever increasing number of terms. These terms are typically important in both the theoretical and practical aspects of students' work. Students in high school spend much more time reading subject-matter textbooks than they did in the elementary grades. Consequently, their knowledge of specialized and technical terms related to various subject fields needs to expand. To succeed in science, social studies, mathematics, and English courses, students need to incorporate many new words into their sight vocabularies. These new words form the basis for an understanding of the important concepts in each subject area.

Students' sight-word vocabularies of specialized and technical terms can be expanded by introducing to students new terms in context, providing short drills in recognizing these terms out of context, and then exposing the students to the words used in various other contexts.

Expose students to reading material that contains new vocabulary terms, either explaining unfamiliar or poorly understood terms or requiring students to look up unfamiliar words in a glossary or dictionary. Alternatively, you may suggest that students deduce the meanings of certain terms using word-attack techniques.

Having students learn definitions, while a valuable first step, is no guarantee that students will effectively add a new term to their sight-word vocabularies. This goal can be accomplished by reinforcement through use. Students need ample opportunity to read, write, and speak the newly introduced terms. Use new terms in your teaching and encourage or require students to use new terms in their writing. Point out any instances when new terms are used in class reading and examine these words in context. Care should be taken to ensure that words are practiced within meaningful contexts and not solely through isolated drill. Although short drills have some utility, a reliance on repetitive drills emphasizing only definitions may limit students' ability to transfer knowledge of newly introduced words to new situations.

Possible Instructional Activities

Because sight-recognition items basically test whether students know vocabulary words, it is a good idea to develop a plan for gradually introducing and reinforcing the meaning of vocabulary words. These new words should be terms with academic and practical applications. One source of such words is the TEA Cumulative Vocabulary List. Another source is your students. For example, you might ask them to bring in new words they have encountered in the various classes they are taking.

The following instructional activities can be used sequentially. That is, the first activity introduces new vocabulary words, and the activities that follow include a variety of ways to reinforce students' understanding of the new words. This set of activities can be used to teach a group of words over a week or two weeks and can then be used again for successive groups of words. These activities may also be used independently to suit your particular teaching goals and time constraints.

Definition Bee

In this activity teams of students compete to win a definition bee. Assign the words for which students will be responsible in advance. These should be words that have academic or practical applications and can be provided by you or compiled from lists of words that students encounter in their other classes. Divide the class into two teams. Have each team line up on one side of the classroom. Call out a word to the first student on the first team. If the student defines the word correctly, the student remains in the definition bee for that team. If a student cannot define a word correctly, that student is out of the match and, thus, the team loses one of its players. (If this happens, ask the first member of the other team to define the word, and continue to alternate players from each team until the word is defined correctly.) After the first word has been correctly defined, ask the next player on the other team to define the second word, and so on. The contest goes back and forth from one team to the other (and one player to another) until all members from one team are eliminated. The team with the remaining player(s) is the winning team.

You may want to stipulate how many players a single word can eliminate. You may wish to specify, for example, that a single word can knock out only two students. In addition to hearing the definitions of words for which they are responsible, students will be able to root for the other members of their team, even after they have been personally eliminated.

Flash Chance

This activity reinforces students' knowledge of vocabulary words through the use of flashcards. Hand out or have students obtain a set of index cards from which to make flashcards. Instruct students to write a new vocabulary word on one side of the card and a brief definition of the word on the other side. Students can use these flashcards for self-study. You may also want to set aside class time for students to work with the flashcards in pairs.

Tic-Tac-Know

In this activity students participate in a game that reinforces vocabulary knowledge. This game can be used as a study aid when you wish students to master a list of new vocabulary words or to review a list of words for which students are responsible. The words to be used should be assigned in advance, and they should be words with academic and practical applications.

Draw a large tic-tac-toe diagram on the board. Select two students to play, and randomly select one of them to go first. Give this student a word to define. If the student defines the word correctly, the student may place an "X" on the tic-tac-toe grid. Next ask the second student to define a word. If this student defines the word correctly, this student can place an "O" in any available space on the tic-tac-toe grid. The game proceeds as would any normal game of tic-tac-toe except that a student must correctly define a word to fill in an "X" or an "O." If you wish to eliminate ties, you may stipulate that, if there is no winner after all the squares are filled in, students may then use a turn to claim a square from their opponent. (To make this rule fair, you would have to allow each student an equal number of turns after all the original squares have been filled.)

The game is fast, but it involves only two students at a time. Getting all the students into the game can take place over a period of time. For example, you could have a tic-tac-toe elimination tournament or a round-robin competition that would take about five or ten minutes of a class period several times a week. If you prefer to make the game less individually competitive, assign each student to a team. That way, when a student wins a game, that student's team gets a point.

Putting It Together

This activity reinforces student understanding of vocabulary words by requiring students to use vocabulary words that have academic and practical applications in a report or story. Assign students to write a report or story that includes all or most of the vocabulary words from the week's list of words. This story should not be less than a half-page in length and not more than

two pages long. Display or read to the class the stories that make the best use of the vocabulary terms. You may wish to require that these writing assignments also contain vocabulary words from previous weeks in addition to the current week's words.

SKILL AREA: DETAIL

The skill area of detail includes two objectives. The first objective calls for students to identify a specific detail presented in a reading selection. The second objective requires students to identify an event or a step based on its sequential order as presented in a reading selection.

Objective 3: Identify specific details.

This objective requires students to identify the specific detail that answers a question about a reading selection.

Sample Item

Read the following passage. Then answer the question.

> Have you ever wanted a name other than the one you received from your parents? Some people go to court to be granted new names. They may consider their first or last names to be unattractive, embarrassing, too ordinary, or too exotic.
>
> A dentist named Ellen Hurt changed her last name to Andrews. Timothy Greeley, a painter, became Timothy Color. An elderly man with a long white beard selected Santa Claus as his new name. A woman named Sandra Ann altered her last name from Fear to Joy.
>
> William Wilson Bobo had two reasons for changing his name to Beau Wilson Williams. One was that he was always being teased about his name and was frequently called "Bozo" and "Booboo." His other motivation was his marriage to a Colombian woman. She informed him that "bobo" meant "idiot" in Colombia and complained that she didn't enjoy being "Mrs. Idiot."
>
> Johnny Joe Jones became Anthony Tyrone Del Vecchio to enhance a new image that he was cultivating. He also lost 50 pounds and changed his hairstyle. "I didn't feel good about myself when I was Johnny Joe," he said. Now he not only feels better about himself, but also finds that people treat him with more respect.
>
> A person is legally allowed to change a name to anything except a number. This was decided by the Supreme Court in 1980 when a teacher wanted his name changed to 1069.
>
> To adopt a new name legally, first file a petition with the county clerk. Then you make a court appearance that usually lasts approximately 10 minutes. Next you must file legal papers with the secretary of state in the state capital. Finally, you must have notices published in the newspaper to announce your name change. This simple process has proven worthwhile for many individuals who once felt burdened by their given names.

Who changed his name to Anthony Tyrone Del Vecchio?

A. Timothy Greeley

B. Johnny Joe Jones

C. Samuel Simpson

D. William Wilson Hurt

Test Questions

1. A test item will present a reading selection followed by a question that asks about a detail in the selection. The question will ask "who," "what," "when," "where," "which," "why," "how," "how many," or "how much."

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be the specific detail from the selection that accurately answers the question.

2. Incorrect answer choices will be any of the following types:

   a. Incorrect Detail: A detail that is contained in the reading selection but does not answer the question.

   b. Imprecise Detail: A detail from the reading selection that has been changed.

   c. Irrelevant Detail: A detail that is not contained in the reading selection but appears to answer the question.

Answer Analysis for Sample Item

1. Answer choice A is an incorrect detail. Timothy Greeley changed his name to Timothy Color.

2. Answer choice B is the correct detail. The first sentence of the fourth paragraph states that Johnny Joe Jones became Anthony Tyrone Del Vecchio.

3. Answer choice C is an irrelevant detail because Samuel Simpson is not mentioned in the reading selection.

4. Answer choice D is an imprecise detail. William Wilson Hurt is a combination of two names mentioned in the selection, William Wilson Bobo and Ellen Hurt.

Instructional Emphases

Understanding details is a basic reading comprehension skill that underlies other comprehension skills. The abilities to draw inferences from a reading selection and to determine a passage's main idea require the understanding and remembering of specific details. Inferences and main ideas are built from details. Careful attention to detail is important in many contexts. In some real-life situations, misreading or forgetting a detail can have unfortunate, if not disastrous, consequences. Emphasize to your students the importance of paying attention to significant details presented in any material they are reading.

Tell students that when they are working on TEAMS items they should read the question carefully after reading the selection. Remind students that they need not rely on memory to answer the question. After they finish reading the question, students should reread the selection carefully to look for the specific detail that answers the question. Advise students to reread the question and the selection as many times as is necessary to be certain of having found the right answer.

Possible Instructional Activities

Quizzical Questions

This is a team activity designed so that students work together to answer questions about specific details found in reading selections. Distribute copies of three or four short passages that incorporate many details (for example, people, places, objects, actions, or any other kinds of specific information). Have the students take a few minutes to read each of the passages.

Next, divide the class into two teams. Give each team 15 minutes to write--as a group effort--a list of 10 questions about specific details from each of the passages. Such questions should ask who, what, when, where, which, why, how, how much, or how many. Encourage each team of students to think of as many challenging questions as possible because these questions will be posed to the other team.

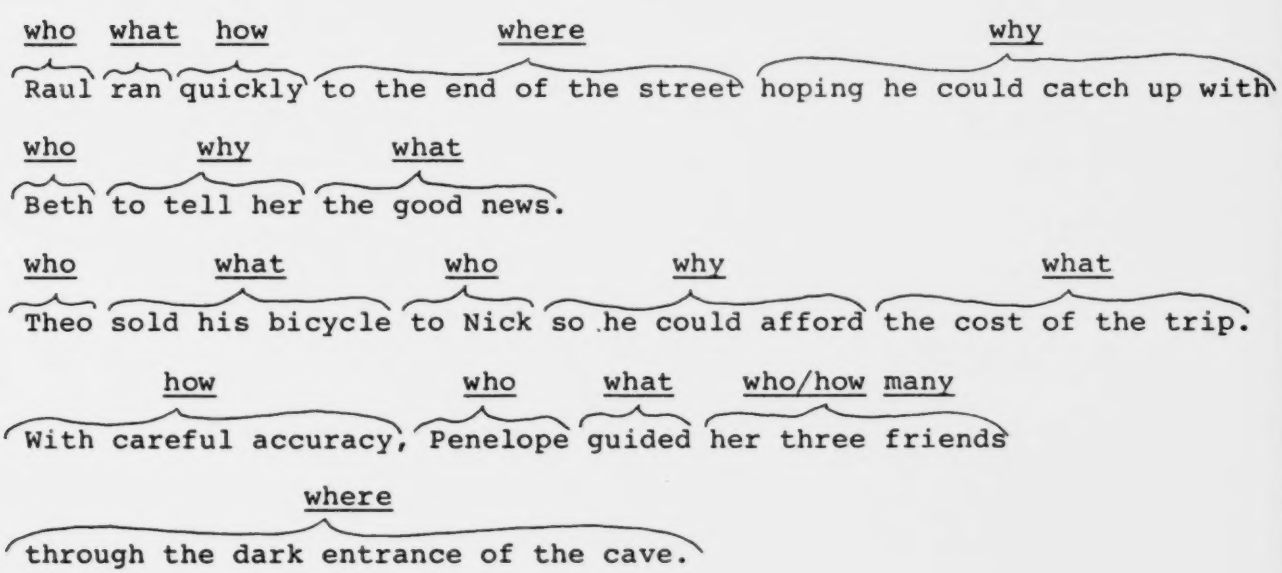
After the 15 minutes have passed, have the two teams exchange lists. (You may want to check briefly both lists to make sure the questions are accurate and relevant to the task.) Next, either appoint or have each team elect a team captain to write down answers--which have been agreed upon by the team members--to the list of questions. Both teams should be given a time limit of five minutes to answer their lists of questions.

When the five minutes are up, collect both the lists of questions and the answers from each team and correct them with the class. Give one point to a team for each correct answer.

For any incorrect answers written by one team, award the other team (the team that wrote the question) one point. You may find it helpful to repeat this activity with more passages to give students plenty of practice. You may want to reduce the time limit if both teams answer all the questions correctly and easily within the five minutes.

Sentence Detail

Present students with a list of narrative sentences. Tell students to read each sentence and divide it into sections according to the type of specific detail comprising each segment. Students should label each detail with a question term asking who, what, when, where, which, why, how many, or how much. For example:


who what how where why
Raul ran quickly to the end of the street hoping he could catch up with
who why what
Beth to tell her the good news.
who what who why what
Theo sold his bicycle to Nick so he could afford the cost of the trip.
how who what who/how many
With careful accuracy, Penelope guided her three friends
where
through the dark entrance of the cave.

Search for Specifics

Distribute to the class a three- to five-paragraph reading selection that contains a number of details. Write and distribute 10 detail questions pertaining to the selection. The questions should ask for the types of details eligible in the TEAMS items for this objective (who, what, when, etc.). Tell students to read the selection and then answer the questions. For each question, students are to locate where in the selection the answer can be found. The word, phrase, or sentence that provides the answer should be underlined or circled, and the number of the question it answers noted. When students have finished, go over the answers and the location of the answers in the selection.

Objective 4: Identify the sequence of events.

This objective requires students to identify, based on a reading selection, an event or a step that happens first, last, or immediately before or after a specified event or step.

Sample Item

Read the following passage. Then answer the question.

Have you ever wanted a name other than the one you received from your parents? Some people go to court to be granted new names. They may consider their first or last names to be unattractive, embarrassing, too ordinary, or too exotic.

A dentist named Ellen Hurt changed her last name to Andrews. Timothy Greeley, a painter, became Timothy Color. An elderly man with a long white beard selected Santa Claus as his new name. A woman named Sandra Ann altered her last name from Fear to Joy.

William Wilson Bobo had two reasons for changing his name to Beau Wilson Williams. One was that he was always being teased about his name and was frequently called "Bozo" and "Booboo." His other motivation was his marriage to a Colombian woman. She informed him that "bobo" meant "idiot" in Colombia and complained that she didn't enjoy being "Mrs. Idiot."

Johnny Joe Jones became Anthony Tyrone Del Vecchio to enhance a new image that he was cultivating. He also lost 50 pounds and changed his hairstyle. "I didn't feel good about myself when I was Johnny Joe," he said. Now he not only feels better about himself, but also finds that people treat him with more respect.

A person is legally allowed to change a name to anything except a number. This was decided by the Supreme Court in 1980 when a teacher wanted his name changed to 1069.

To adopt a new name legally, first file a petition with the county clerk. Then you make a court appearance that usually lasts approximately 10 minutes. Next you must file legal papers with the secretary of state in the state capital. Finally, you must have notices published in the newspaper to announce your name change. This simple process has proven worthwhile for many individuals who once felt burdened by their given names.

What is the last thing you must do when you legally change your name?

A. appear in court

B. file a petition with the secretary of state

C. have announcements published in the newspaper

D. send announcements to your friends and acquaintances

Test Questions

1. A test item will present a reading selection followed by a question that asks for an event or step from the selection that occurs first, last, or immediately before or after a specified event or step.

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be the event or step from the reading selection that accurately answers the question.

2. Incorrect answer choices will be any of the following types:

   a. Incorrect: An event or step from the reading selection that does not answer the question. For example, the answer choice may consist of the second event in a sequence when the question asks for the first event.

   b. Imprecise: An event or step from the reading selection that has been changed.

   c. Irrelevant: An event or step that is not contained in the reading selection but appears to answer the question.

Answer Analysis for Sample Item

1. Answer choice A is incorrect because it is the second step when changing your name, not the last.

2. Answer choice B is an imprecise answer because it is an alteration of a step in the reading selection. The petition is to be filed with the county clerk, not with the secretary of state. Even if this step had not been altered, it would not be the correct answer. Filing a petition is the first step, not the last.

3. Answer choice C is correct because the fourth sentence of the last paragraph states, "Finally, you must have notices published in the newspaper to announce your name change."

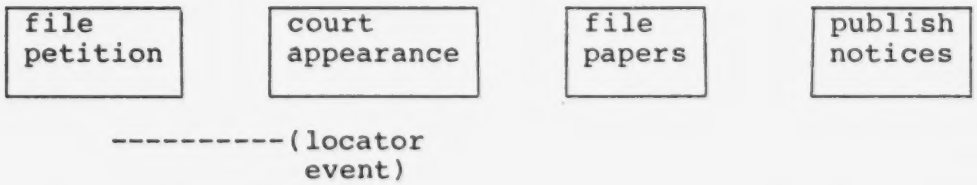
4. Answer choice D is an irrelevant answer because it describes a step that is plausible but not mentioned in the selection.

Instructional Emphases

Attending to the sequence of events or steps in a reading selection is an important skill. It is of great value when reading (or writing or telling) a narrative or a set of directions, such as a recipe or directions for assembling something. If a recipe or assembly instructions were followed out of order, the results could be laughable or worse.

The skill of determining sequence involves the recognition of basic facts and the ability to organize them into a logical order based on time. Sequential relationships can be established in a reading selection either explicitly or implicitly. Explicit sequential relationships are identified by specific cue words, such as "first," "second," "next," "then," "finally," and "last." Implicit sequential relationships are inferred from the meaning conveyed in the reading selection. For example, "Peter opened the book. He quickly found the page with the beautiful picture." It is implied that Peter opened the book then turned to the specified page. Encourage your students to take notice of the cue words in a selection and to read carefully so that implicit sequential relationships become clear.

Some students may find it helpful to list briefly, in sequence, the events or steps presented in a reading selection. Tell your students to consider the event given in a test question as the "locator event." (For example, "What must you do immediately before making a court appearance?") Once the locator event is found in the sequence, it becomes easy to find the immediately prior or subsequent event. If we were to represent the steps described in the sample item to find the step that comes immediately before making a court appearance, we might represent them as follows:



Once we have identified the court appearance as the locator event, it is easy to see that the step that comes "immediately before" is filing a petition (with the county clerk). Although students may not actually draw such a diagram when taking the

TEAMS examination, thinking about a sequence of events in this way may prove helpful.

As with the other objective in this skill area, encourage students to read both the selection and the question carefully and then go back to the selection to be sure of the correct answer.

Possible Instructional Activities

Historical Events

The chronological events of a historical period can be useful for instructing students to attend to a sequence of events in a reading selection. Assign your students a reading passage that encapsulates a given period in history (for example, the colonization of America, the Civil War, or events that led to Texas' statehood). Draw a time line on the board and write one event from the passage somewhere on the time line.

Call on a student and ask that student to identify either: (1) an event that occurred immediately before or immediately after the event you wrote on the time line, or (2) an event that came first or last within the given historical time period. The student should write the correct event in an appropriate place on the time line. Continue the exercise by calling on different students and asking them to identify and write on the time line events relative to both types of questions above. You may find it useful to try this with several selections describing different historical periods so that your students will obtain plenty of practice identifying details related to sequences of events.

Plot Placement

This activity will aid in dramatizing the importance of a particular sequence of events within a story or reading selection. Read aloud to your students three or four consecutive short stories--each of which describes an action or the climax of a plot involving a series of events or occurrences. These selections can be extracted from newspaper stories, action/adventure novels, television scripts, or dramatic dialogues.

Before reading the selections, instruct the class to take notes while you read, paying particular attention to the sequence of events described in the stories. Following the reading and note-taking, choose one student to play the role of "interrogator." The interrogator should select another student in the class to answer a question regarding the sequence of events in any of the stories. The interrogating student starts by designating one of the stories and asking the question. For example, the interrogating student might begin:

"Doris, in the police manhunt story, what happened last?"

or

"Carlos, what happened immediately before the butler called the fire department in the burning mansion story?"

If the selected student answers the question incorrectly, then that student is eliminated from the activity. A student that answers a question correctly becomes the interrogator who must call upon another student and ask another sequence-relevant question. The activity continues until all but one student has been eliminated. Be sure to monitor the activity carefully, making sure that all students participate and that questions ask only for events immediately before or immediately after a specified event or for those events which occurred first or last in the relevant selection.

Step Sequence

Provide your students with examples of step-by-step directions. These can be recipes, assembly instructions, how-to methods for repairing objects, or anything explained in a step-by-step manner. For each example, provide a series of questions about sequential ordering within the set of directions. Questions can be of a general nature (for example, "What do you do first?" or "What is done next?"). Alternatively, questions can be more specific (for example, "What do you add after mixing the butter and eggs?" or "When do you measure the width of the shelf?").

There are two variations for this activity. One involves having students bring in their own sets of directions, write questions pertaining to those directions, and then exchange papers. The other is to have students write their own directions for a fairly simple, common task such as making a sandwich. Students can write questions about their own directions and then present the directions and questions to the class. If feasible, try out some of the students' directions. Humorous results can occur if the steps in the directions have not been described in the proper order.

One Sentence at a Time

This activity reinforces students' ability to answer detail questions involving a sequence of events through the use of selections that are created in an unusual, fun way. Preparation is simple and requires clipping together small, blank pieces of paper into sets that meet the following criteria. The pieces of paper must be large enough to have a sentence written on them. In any set there should be as many pieces of paper as there are persons in a row of your classroom, and there should be two sets of paper for each row. For example, if you have four rows of

students and there are six students in each row, you will need six pieces of paper in each of eight sets. On the top piece of each set write a sentence describing an event. For example, you might write:

> Hubert stayed awake three hours later than usual last night.

You don't need to create a different sentence for each set, but you should not use the same sentence for all of the sets.

Give a set to the first and last person in each row. Instruct them to read the first sentence and then write, on the next page, a sentence that describes an event that would follow the event in the first sentence. The student then removes the top sheet of the set (containing the original sentence) and passes the set to the next student in the row. The student who receives the set repeats the same procedure and passes the set on to the next student. One set is working its way forward from the back of a row, and another is working its way backward from the front of a row. Students only see two sentences of any one set--the one that was passed to them and the one they write.

For instance, a student who receives the sample sentence above might write:

> Hubert didn't wake up until 8:30 this morning.

The next student, who sees only that Hubert didn't wake up until 8:30, might write:

> Hubert quickly jumped out of bed and dressed.

Thus, students are creating sequences of events, and no student is familiar with an entire sequence. When all the sentences have been written, collect the pieces of paper for each set. Next, you or some of your students can rewrite each set of sentences into a short reading selection. These selections can be distributed to students, and either they or you can create sequence questions based on the selections.

SKILL AREA: INFERENCE

The skill area of inference includes five objectives. The first requires students to draw a reasonable conclusion. The second requires the students to distinguish between fact and opinion. The third requires students to identify a cause-and-effect relationship. The fourth requires students to draw an accurate generalization. The fifth requires students to identify the author's point of view.

Objective 5: Draw logical conclusions.

This objective requires students to draw a reasonable conclusion from information in a reading selection.

Sample Item

Read the following passage. Then answer the question.

> Have you ever wanted a name other than the one you received from your parents? Some people go to court to be granted new names. They may consider their first or last names to be unattractive, embarrassing, too ordinary, or too exotic.
>
> A dentist named Ellen Hurt changed her last name to Andrews. Timothy Greeley, a painter, became Timothy Color. An elderly man with a long white beard selected Santa Claus as his new name. A woman named Sandra Ann altered her last name from Fear to Joy.
>
> William Wilson Bobo had two reasons for changing his name to Beau Wilson Williams. One was that he was always being teased about his name and was frequently called "Bozo" and "Booboo." His other motivation was his marriage to a Colombian woman. She informed him that "bobo" meant "idiot" in Colombia and complained that she didn't enjoy being "Mrs. Idiot."
>
> Johnny Joe Jones became Anthony Tyrone Del Vecchio to enhance a new image that he was cultivating. He also lost 50 pounds and changed his hairstyle. "I didn't feel good about myself when I was Johnny Joe," he said. Now he not only feels better about himself, but also finds that people treat him with more respect.
>
> A person is legally allowed to change a name to anything except a number. This was decided by the Supreme Court in 1980 when a teacher wanted his name changed to 1069.
>
> To adopt a new name legally, first file a petition with the county clerk. Then you make a court appearance that usually lasts approximately 10 minutes. Next you must file legal papers with the secretary of state in the state capital. Finally, you must have notices published in the newspaper to announce your name change. This simple process has proven worthwhile for many individuals who once felt burdened by their given names.

Which of the following can be concluded from this passage?

A. Some people have their friends call them by new names without changing their names legally.

B. In 1980 a teacher had his name legally changed to 1069.

C. Timothy Greeley made a court appearance to have his name changed.

D. People never tease Beau Wilson Williams about his new name.

Test Questions

1. A test item will present a reading selection followed by a question or question stem that requires students to draw a logical conclusion.

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be a reasonable conclusion that can be drawn from information provided in the selection. This conclusion will be accurate, relevant, and supported by information in the selection.

2. Incorrect answer choices will be plausible but incorrect conclusions of the following types:

   a. Contradicted: A statement that is contradicted by information in the selection.

   b. Unsupported: A statement for which insufficient supporting evidence is provided in the selection.

   c. Irrelevant: A statement for which no supporting evidence is provided in the selection. This statement usually introduces information not included in the selection and always includes at least one concept that is contained in the reading selection.

Answer Analysis for Sample Item

1. Answer choice A is an irrelevant conclusion because it introduces information not included in the reading selec-

tion. The selection presented no evidence that people have their friends call them by new names without legally changing their old names.

2. Answer choice B is a contradicted conclusion. The fifth paragraph states that in 1980 a man tried to change his name to 1069 but that the Supreme Court ruled such a change illegal.

3. Answer choice C is the correct answer because it describes a conclusion that can be logically drawn from information present in the reading selection. The last paragraph describes the procedure for changing one's name. Part of the procedure is a required court appearance. In the second paragraph it states that Timothy Greeley changed his name to Timothy Color. The conclusion is supported by these details as follows:

   a. People who change their names must make a court appearance.

   b. Timothy Greeley changed his name.

   c. Therefore, Timothy Greeley made a court appearance (to change his name).

4. Answer choice D is an unsupported conclusion. The man was teased frequently about his old name, and this was a reason to change it. This is insufficient evidence, however, for concluding that he is never teased about his new name.

Instructional Emphases

An important reading skill central to critical thinking is the ability to draw logical conclusions based on available information. This objective is one of several at the ninth grade level that test students' ability to make inferences, that is, to extract from a reading passage information or relationships that are not directly stated. Inference skills are tested in prior grades as well. At Grade 3, students are tested on their ability to predict outcomes. At Grades 5 and 7 students are tested on both logical conclusions and cause-and-effect relationships.

To draw a conclusion from information presented in a reading selection, students will have to combine bits of information in such a way that the conclusion necessarily follows. The correct conclusion will not be stated directly in the selection; it will be the outcome of combining information from two or more sentences in the passage.

In TEAMS items testing this objective, all information needed to draw the correct conclusion is available in the reading selection. Incorrect answer choices may often be true statements or

appear to be true, but they will not be supported by information in the reading selection. Thus, students should be able to isolate the information in the passage that supports the conclusion they believe to be correct.

In the TEAMS items for this objective the correct conclusion will be based on information in the form of premises presented in the reading selection. There are a variety of ways in which the correct conclusion can be drawn from the premises. A number of "logic models" (in which premises lead to a logically necessary conclusion) and examples follow.

A. Premise: If A occurs, then B will occur.
Premise: A occurred.
Conclusion: B will occur.

Example

Premise: If John fails his class, he won't be allowed to play football.
Premise: John failed his class.
Conclusion: John won't be allowed to play football.

B. Premise: Either A will occur or B will occur.
Premise: A did not occur.
Conclusion: B will occur.

Example

Premise: Either you study or you will do poorly on your math test.
Premise: You didn't study.
Conclusion: You will do poorly on your math test.

C. Premise: If A occurs, then B will occur.
Premise: If B occurs, then C will occur.
Conclusion: If A occurs, then C will occur.

Example

Premise: If you read the book, you will know the plot.
Premise: If you know the plot, you will be bored by the film.
Conclusion: If you read the book, you will be bored by the film.

D. Premise: B will occur only if A occurs.
Premise: A did not occur.
Conclusion: B will not occur.

Example

Premise: A storm will come only if the barometric pressure falls.
Premise: The barometric pressure did not fall.
Conclusion: A storm will not come.

E. Premise: A > B
Premise: B > C
Conclusion: A > C

Example

Premise: Mark is taller than Karin.
Premise: Karin is taller than Scott.
Conclusion: Mark is taller than Scott.

Comparisons of this kind can be made using a number of different variables or characteristics of the entities involved. For example:

Premise: Lynn found a job after she took a vacation. (A after B)
Premise: She took a vacation after she graduated. (B after C).
Conclusion: Lynn found a job after she graduated. (A after C)

F. Premise: All A are B.
Premise: C is an A.
Conclusion: C is a B.

Example

Premise: All men are mortal.
Premise: Socrates is a man.
Conclusion: Socrates is mortal.

G. Premise: No A is B.
Premise: All C are B.
Conclusion: No C is A.

Example

Premise: No insect has eight legs.
Premise: All spiders have eight legs.
Conclusion: No spiders are insects.

H. Premise: Some A are not B.
Premise: All A are C.
Conclusion: Some C are not B.

Example

Premise:	Some students in Mr. Smith's class are not reading at grade level.
Premise:	All students in Mr. Smith's class are in the sixth grade.
Conclusion:	Some sixth grade students are not reading at grade level.

The types of logical conclusions described and exemplified above provide a range of arguments from which logical conclusions can be drawn. These types and others will be found in the TEAMS items for this objective. The premises that support the correct conclusion will always be somewhere in the item's reading selection.

Share these examples and others like them with your students. Impress upon students that the correct conclusion must have premises from which it follows. When working on test items for this objective, students should first read the selection carefully. Then, for each answer choice, students must attempt to identify information in the selection that supports the answer choice as a correct conclusion. The content in the passage will logically support the validity of only one answer choice. For the other answer choices, there will be either contradictory evidence, no evidence, or insufficient evidence in the selection to support them.

Possible Instructional Activities

Perfectly Logical

This activity introduces students to the different types of logic models that will be needed to solve items testing this objective. Using the Instructional Emphases section as your guide, prepare a worksheet that contains each kind of eligible logic model with one example for each model.

Give the worksheet to students. Explain each of the logic models presented and describe how the examples fit the logic models. Assign students to create examples of their own to fit the models. They should write one example per logic model. Collect and evaluate student work. If students have not grasped the logic models well enough to create precise examples you may wish to review the models again by using some of the better student examples as models.

When discussing the logic models, remind students that premises and conclusions will not be noted as such in reading selections for test items. Rather, the key premises will be incorporated within a reading selection that contains many other details unrelated to the logical conclusion that must be drawn. Working with premises and conclusions in isolation, as in this

activity, is merely a necessary first step toward mastering this objective.

What's the Conclusion?

Make a list of 10 to 20 examples of premises leading to a conclusion. You can use the logic models in the Instructional Emphases section as your guide in addition to other models you develop. Prepare a worksheet of incomplete versions of these examples by leaving out the conclusion. Leave a blank line where the missing conclusion should be. Two examples are shown below.

Example One

All student council members are going on a field trip.
No ninth grade students are going on the field trip.

_____

Answer: No ninth grade students are student council members.

Example Two

All fish have gills.
A trout is a fish.

_____

Answer: A trout has gills.

Hand out the worksheet. Tell students to fill in the missing conclusions. Before students begin this activity, work through one or two examples.

After students have completed the worksheet, discuss the answers. You may then wish to have students try writing examples of their own. Collect your students' examples and use the best ones on another worksheet.

Logic Committees

In this activity groups of students create examples of particular logic models and present them to the rest of the class. To prepare, write the various logic models presented in the Instructional Emphases section on separate sheets of paper. Divide the class into small groups and give each group one or two of these logic models. Ask each group to construct six examples that represent their particular logic model(s). For instance, one group's logic model might be:

Premise: If A occurs, then B will occur.
Premise: A occurred.
Conclusion: B will occur.

The group with this model might compose the following example:

Premise: If it rains, we will cancel the picnic.
Premise: It rained.
Conclusion: We will cancel the picnic.

This group would also have to compose five other examples using this model.

Have one of the groups present an explanation about how its particular logic model works along with one complete example (two premises and a conclusion). That group then hands out a worksheet containing the premises for their remaining five examples. Other members of the class must figure out the conclusion that follows from the premises of each example. Repeat this process for each of the groups.

Model Matching

In this activity students use various logic models to draw conclusions from information presented in brief reading selections. Prepare a handout containing each of the logic models explained in the Instructional Emphases section. You may wish to include under each model an example of a logical situation to which the model can be applied. Number each logic model for easy reference.

In addition, prepare a page of brief reading selections. Each reading selection should be based on one of the logic models. It should contain the premises but not the conclusion. It should also contain other information not related to the conclusion. For example, a reading selection might be as follows:

> In Tylertown all the new tractors are sold by one company. If you want to buy a new tractor, you buy it from J.B. Biggs. On his way to school last Tuesday morning, Billy saw Mr. Merkle driving a shiny new tractor. Billy waved at Mr. Merkle. Mr. Merkle smiled and sounded the tractor's loud horn.

The conclusion for this selection is that Mr. Merkle's tractor was bought from J.B. Biggs.

This selection fits the logic model below:

Premise: All A are B.
Premise: C is an A.
Conclusion: C is a B.

In other words:

Premise: All new tractors are bought from J.B. Biggs.
Premise: Mr. Merkle's tractor is a new tractor.
Conclusion: Mr. Merkle's tractor was bought from J.B. Biggs.

After each reading selection, write the question "Which of the following can be concluded from the passage?" Below the question write three or four answer choices, one of which is the correct conclusion and two of which are statements that are either contradicted, irrelevant, or unsupported. For the sample selection above, the following answer choices could be used.

A. Billy and Mr. Merkle were angry at each other last Tuesday. (contradicted)

B. Mr. Merkle's tractor was bought from J.B. Biggs. (correct)

C. Billy was late to school the day he saw Mr. Merkle's new tractor. (unsupported)

Distribute the list of logic models to students and explain each model. Then hand out the sheet of brief reading selections. Ask students to (1) select the logical conclusion implied by the information in the selection and (2) match each reading selection to the appropriate logic model by writing the number of the logic model next to the reading selection.

When students finish, discuss their answers. Help students to see how the information in each selection fits one of the logic models. Discuss how each conclusion can be drawn from each reading selection.

Embedded Logic

In this activity students write and exchange reading selections and then try to locate information in a selection that supports a given conclusion. Prepare seven complete examples of two premises leading to a conclusion. (Please refer to the models described in the Instructional Emphases section.) Three examples should be written on one worksheet and three others should be written on another worksheet. For the seventh example, write a brief reading selection that includes the premises but not the conclusion of the example. For instance, an example of two premises leading to a conclusion is as follows:

Premise: When John gets angry, his face turns red.
Premise: John got angry.
Conclusion: John's face turned red.

A reading selection containing the premises (but not the conclusion) might read as follows:

> John is very emotional, and you can see this in his face. When he is angry, for instance, his face always turns bright red. This morning his cheery pink cheeks showed he was happy. He laughed all the way to school. In the afternoon a pale color cast over his looks revealed some sad event. That night, John's

television broke. Then his cat scratched him, and John's little brother spilled milk on John's homework. By the time a pipe broke and the bathroom flooded, John was furious.

Distribute copies of the reading selection and the example on which it was based. Ask students to underline those parts of the reading selection that contain information essential to the given conclusion.

Once students understand that the premises were embedded in the reading selection, hand out the two worksheets that each contain three examples. Distribute copies of one worksheet to half of the class and copies of the second worksheet to the remaining students. On separate sheets of paper, have students compose a brief reading selection for each of the three examples they have received that incorporates the premises but not the conclusion. Tell students to write the conclusion statement below each reading selection. Then have students exchange papers such that they receive selections based on examples they have not seen.

At this point, each student has three unfamiliar reading selections each followed by a conclusion. Tell students to underline in the reading selection the evidence that leads to the given conclusion. Collect and evaluate student work. All papers should be signed by the student who wrote the reading selection and by the student who located the evidence for the conclusion. Go over the six examples of logic with the class and read aloud or distribute copies of some of the better student-composed reading selections.

Objective 6: Distinguish between fact and opinion.

This objective requires students to distinguish between facts and opinions by correctly identifying a fact or an opinion that is stated in a reading selection.

Sample Item

Read the following passage. Then answer the question.

> Although she was one of the best American poets, Emily Dickinson did not write for publication. Only a few of her poems were printed during her lifetime. After she died, friends found more than 1,000 poems hidden away in her house. Many of the poems were written on little scraps of paper. In the years shortly after her death, three volumes of her work were collected and published. The startling originality of her brief poems made them quite popular at first. Then literary tastes changed, and Emily Dickinson was forgotten for the next 30 years. In the 1920s, her work was rediscovered. Many new poems appeared in print. Emily Dickinson could express herself simply and directly, using vivid imagery. This ability has earned her a reputation as one of America's greatest poets.

Which of the following statements is a FACT presented in the selection?

A. When Emily Dickinson died, she left behind over 1,000 poems.

B. Emily Dickinson was one of the greatest American poets.

C. Emily Dickinson's poetry was first published during the 1920s.

D. Emily Dickinson refused to leave her house or see visitors.

Test Questions

1. A test item will present a reading selection followed by the question "Which of the following statements is a FACT presented in the selection?" or "Which of the following is an OPINION presented in the selection?"

Answer Choices

1. For items requiring identification of a fact:

   a. The correct answer choice will be either a restated or paraphrased fact presented in the reading selection.

   b. Incorrect answer choices will be any of the following types:

      (1) Contradicted Fact: A statement presented as a fact but contradicted by information in the selection.

      (2) Irrelevant Fact: A statement presented as a fact that introduces information not included in the selection. Although irrelevant, this type of answer choice will include at least one concept that is contained in the reading selection.

      (3) Opinion: A judgment or belief that contains at least one concept from the selection.

2. For items requiring identification of an opinion:

   a. The correct answer will be either a restated or paraphrased opinion presented in the reading selection.

   b. Incorrect answer choices will be any of the following types:

      (1) Contradicted Opinion: A statement of opinion that is contradicted by information in the selection.

      (2) Irrelevant Opinion: A statement of opinion that introduces information not included in the selection. Although irrelevant, this type of answer choice will include at least one concept that is contained in the reading selection.

      (3) Fact: A statement from or related to the selection that is a fact rather than a judgment or belief.

Answer Analysis for Sample Item

1. Answer choice A is correct. This statement paraphrases concrete information from the third sentence of the reading selection, which states that after Dickinson's death, friends found over 1,000 of her poems.

2. Answer choice B is incorrect because it is an opinion, not a fact. This opinion is expressed in both the first and last sentences of the selection. The term "greatest" indicates a belief that cannot be conclusively proven or disproven.

3. Answer choice C is a contradicted fact. The fifth sentence states that Dickinson's work was published shortly after her death. The seventh and eighth sentences say that she was forgotten for the next 30 years, after which (in the 1920s) her work was rediscovered. Therefore, it is clear that the volumes to which the fifth sentence refers were published before the 1920s.

4. Answer choice D is an irrelevant fact because Dickinson's reclusive behavior is not mentioned in the selection.

Instructional Emphases

The ability to distinguish statements of fact from statements of opinion is an essential aspect of critical reading and thinking. Students need to be able to differentiate between fact and opinion, truth and half-truth, and information and emotion. Without this skill, students will have great difficulty forming logical, well-reasoned opinions concerning the many issues facing them in today's complex world.

A fact is a piece of information that is known to be true. Because facts have objective reality, they can be verified. Facts can be supported by evidence gathered through direct observation or measurement.

An opinion is a statement that expresses a belief or a judgment. Although opinions are often stated as facts, they are not capable of being verified. The use of certain words often indicates that a statement is an opinion. Words like "must" and "should" are often used in expressions of belief. Adjectives such as "important," "beautiful," "best," "good," and "bad" indicate personal judgments. Alert your students that these and other words can often help to identify statements of opinion. Because such words are not always present in a reading selection, however, you should emphasize to your students that the key distinction between facts and opinions is that facts can be objectively verified and opinions cannot. Warn your students not to accept the prevalent notion that just because something is in print, it is true.

Readers often mistake an opinion for a fact when it is an opinion with which they agree or when it is stated strongly. Agreeing with an opinion does not make it a fact. Also, terms and phrases such as "definitely," "actually," "in fact," and "as a matter of fact" do not make a statement a fact. Point out these typical errors to your students and emphasize the criterion of verifiability.

A particularly important aspect of the TEAMS items for this objective is the way in which the question is phrased.

> "Which of the following is a FACT [an OPINION] presented <u>in the selection</u>?"

Note that the type of statement that students are asked to find (fact or opinion) is written in capital letters. Encourage students to attend to this carefully so that they select the appropriate type of statement. It is also important for your students to remember that the correct fact (or opinion) will be presented in the item's reading selection. Therefore, the task in an item asking for a fact, for example, will not only be to distinguish between statements of fact and opinion, but to select the factual statement that is derived from the reading selection.

Possible Instructional Activities

Is It True?

This is an introductory activity designed to initiate a discussion concerning the differences between facts and opinions. Tell your students to write five to eight statements that they know to be true. Do not tell them why they are being asked to do this. When they have finished, call on students to share some of their statements. It is likely that some of the statements that students have written will be opinions such as:

- The school cafeteria serves delicious hamburgers.
- John Doe is the best looking guy in school.
- Sunsets are beautiful.

Use the students' statements as the basis for a discussion about facts and opinions. Some students may be surprised to learn that what they thought to be facts are actually opinions. In the discussion, focus on this key distinction between facts and opinions: facts can be objectively verified and opinions cannot. In the above examples, words such as "delicious," "best looking," and "beautiful" clearly indicate expressions of opinion. As this activity proceeds, students will become more able to distinguish between facts and opinions. At that point, when a student reads a statement, other students should be able to decide whether it is a statement of fact or of opinion.

Fact and Opinion Search

In this activity students identify facts and opinions in everyday reading material. Bring in a variety of reading materials that can be cut up, such as magazines, newspapers, pamphlets, and flyers. You may also wish to ask your students to bring such materials to class.

Using these materials, tell students to find a short reading selection that contains both facts and opinions. Students are to cut out the selection, attach it to a sheet of paper, and write

up to five facts and five opinions that are presented in the selection. Then students' work can be collected and evaluated by you or distributed among students who review and evaluate each other's work.

Student Statements

Give students a topic such as rock stars or "no pass/no play." Tell students to write three lists of statements about the topic and to title their lists as follows:

- Facts
- Opinions with Which I Agree
- Opinions with Which I Disagree

Students should write at least five of each type of statement. Inform them that they will be discussing their statements in class.

When students have finished writing, call on a student to read a statement from any list without identifying the list. Tell the rest of the class to decide whether the statement is a fact or an opinion, then call on a student to respond. If that student is wrong, call on another. If the statement is an opinion, the student who correctly identifies it as such may guess whether the writer of the statement agrees or disagrees with the statement, then read a statement to the class. Continue in this manner for as long as desirable. This activity can be repeated regularly with different topics.

Students should be able to distinguish facts from opinions easily; this is the focus of this activity. Distinguishing between opinions with which a student agrees and opinions with which the student disagrees adds an element of interest and fun to the activity. It should also serve to reinforce the idea that an opinion is still an opinion, whether or not many people agree with it.

Prove It!

This activity focuses on the key distinction between facts and opinions: facts can be objectively verified, and opinions cannot. Prepare a list of 10 to 15 statements, half of which are facts and half of which are opinions. Tell students to:

1. identify each statement as a fact or an opinion;
2. select one fact and explain why it is a fact, not an opinion; and

3. select one opinion and explain why it is an opinion, not a fact.

Students should base their explanations on the possibility of proving the statement. For facts, they should suggest possible ways of proving them to be true. For opinions, they should cite words that denote beliefs rather than facts and explain why the statements cannot be proved as true or false. Students need not write out detailed explanations, but should note their ideas and be prepared to discuss them. When students are ready, conduct a discussion regarding student explanations.

Let the Buyer Beware!

Ask students to create an imaginary product and write an advertisement for it. The advertisement should contain both statements of fact ("The new Wonder Washer holds up to 100 pounds of laundry.") and statements of opinion ("The new Wonder Washer is the finest machine on the market."). The advertisement can be illustrated.

When students have finished writing their advertisements, select some students to read them to the class. Then ask the class, "What do we know about this product?" Read an opinion in the advertisement and ask the class if it is a fact. Continue this type of discussion with other advertisements. You may also want to discuss actual advertisements that you and your students bring to class.

F and O Essays

Have each student write a short essay (of one to three paragraphs) about a person, a book, a current event, food, cars, school activities, a movie, a television show, or something that has been discussed in class. Each essay should contain at least two facts and two opinions.

Collect and review essays. On another day distribute the essays to the class, making sure students do not receive their own essays. Then tell students to find and list at least two facts and two opinions presented in the essay being considered.

Objective 7: Identify cause-and-effect relationships.

This objective requires students to select the cause or effect of a specified event or activity described in a reading selection.

Sample Item

Read the following passage. Then answer the question.

Have you ever wanted a name other than the one you received from your parents? Some people go to court to be granted new names. They may consider their first or last names to be unattractive, embarrassing, too ordinary, or too exotic.

A dentist named Ellen Hurt changed her last name to Andrews. Timothy Greeley, a painter, became Timothy Color. An elderly man with a long white beard selected Santa Claus as his new name. A woman named Sandra Ann altered her last name from Fear to Joy.

William Wilson Bobo had two reasons for changing his name to Beau Wilson Williams. One was that he was always being teased about his name and was frequently called "Bozo" and "Booboo." His other motivation was his marriage to a Colombian woman. She informed him that "bobo" meant "idiot" in Colombia and complained that she didn't enjoy being "Mrs. Idiot."

Johnny Joe Jones became Anthony Tyrone Del Vecchio to enhance a new image that he was cultivating. He also lost 50 pounds and changed his hairstyle. "I didn't feel good about myself when I was Johnny Joe," he said. Now he not only feels better about himself, but also finds that people treat him with more respect.

A person is legally allowed to change a name to anything except a number. This was decided by the Supreme Court in 1980 when a teacher wanted his name changed to 1069.

To adopt a new name legally, first file a petition with the county clerk. Then you make a court appearance that usually lasts approximately 10 minutes. Next you must file legal papers with the secretary of state in the state capital. Finally, you must have notices published in the newspaper to announce your name change. This simple process has proven worthwhile for many individuals who once felt burdened by their given names.

According to this selection, what caused William Wilson Bobo to change his name?

A. He was unhappy with his given name.

B. He thought his name was too exotic.

C. He wanted to make a court appearance.

D. He was angry at his parents.

Test Questions

1. A test item will present a reading selection followed by a question that asks students to select the cause or effect of a specified event or activity.

2. The cause-and-effect relationship to be tested will be implied in the reading selection.

3. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be an accurate statement of the cause or effect of the specified event or activity. It will be supported by information in the selection.

2. Incorrect answer choices will be statements of cause or effect that are plausible but not supported by information in the selection.

Answer Analysis for Sample Item

1. Answer choice A is correct. The last sentences of the first paragraph explain that, in general, people who change their names do so because they are unhappy with their names. The third paragraph suggests that William Wilson Bobo was unhappy with his given name and presents two reasons why he would want to change it. It can be inferred, then, that he changed his name because he was unhappy with it. In short:

   a. Unhappiness with a name causes a person to change it.

   b. Bobo was unhappy with his name. (cause)

   c. Therefore, Bobo changed his name. (effect)

2. Answer choices B, C, and D are unsupported. Although all of these are plausible reasons for changing one's name, there is no evidence in the selection to support any of these statements as a cause for Bobo's changing his name.

Instructional Emphases

An important reading comprehension skill, closely related to the skill of drawing conclusions, is that of determining cause-and-effect relationships. A cause can be thought of as why something happened. For example, in the sentence "Bill broke his arm because he fell down," the cause of Bill's broken arm is the fact that he fell down. An effect is the result or consequence of something. In the example above, a broken arm is the effect, or result, of Bill's having fallen down. As in the example above, causes always precede their effects in time.

Cause-and-effect relationships are sometimes indicated by words and phrases such as "because," "so," "therefore," "consequently," "in order that," "as a result," and, in some of their uses, "then," "thus," "since," and "for." In the following pair of sentences such words establish clear cause-and-effect connections between two events.

> Sue's car wouldn't start this morning because it was out of gas.
>
> Sue's car was out of gas; as a result, it wouldn't start this morning.

A causal relationship can also be implied without the use of such terms. For example:

> Sue's car won't start unless it has gas in its tank. It ran out of gas yesterday. This morning her car wouldn't start.

From this short passage a reader could infer the following cause-and-effect relationship.

All the information needed to make this inference is included in the passage. That is, the reader need not have any prior knowledge about cars and what causes them not to start in order to determine the implied cause-and-effect relationship. This is also true of TEAMS items for this objective. All the information necessary for determining the cause-and-effect relationship being tested will be contained in the item's reading selection.

Encourage your students to read an item's selection carefully. After reading the test question and answer choices, they should return to the selection to be sure that they select the correct answer--that is, the answer choice that is supported by information in the selection.

Possible Instructional Activities

History Hounds

This activity not only gives students practical experience in understanding cause-and-effect relationships, but it also provides a chance to broaden their understanding of historical events and processes. This activity can be used in almost any subject area in addition to history as presented here.

A good way to begin this activity is with a class discussion. Ask students to select some of the most important events in history. Compile the students' contributions in a list. Then have each student choose a historic event to research. Students must then research both the major causes and major effects of their historic event. Give students ample time to complete their research.

Instruct students to write the results of their research in the following manner. At the top of the page, each student should write the selected or assigned historic event. Under a heading labeled "Causes," the student should list the major causes; under a heading labeled "Effects," the student should list the important effects.

Current Events Investigations

An activity similar to the preceding one can be used to consider causes and effects of current events. Although this activity can be done via reports as was History Hounds, it may be more lively to use this activity as a group discussion.

Pick a major local, national, or international event that has been widely publicized in the newspapers or television. (Alternately, you can ask your students to identify current topics in which they are especially interested.) Make certain that the event is described in sufficient detail so that all students, even those who were previously unfamiliar with it, understand it. Then hold an open discussion with your students about the factors that were likely to have caused the event and its likely effects.

Item Idyl

In this activity students answer cause-and-effect questions similar to those presented in TEAMS items. Write or select five to ten brief reading selections and compose cause-and-effect questions (or open-ended statements containing the word "because") based on these selections. Each question or open-ended statement should be followed by four answer choices, only one of which is supported by information in the selection. (The simplest way to write the selections is to create one or more cause-and-effect relationships and then write a selection that include these relationships.) Below is a sample selection and question.

> John hated football. His father, however, had been a terrific football player and expected John to be one. If John had another hobby, he could tell his father that he had no time for football. That is why John started bicycling. John enjoyed bicycling so much that he began to work hard at it. He rode for hours every day and became the best teenage cyclist in the state. It wasn't long before John's father realized that there were other worthwhile sports besides football.
>
> What was the reason that John started bicycling?
>
> A. He wanted to please his father.
> B. He didn't want to have to play football.
> C. He wanted to become the best cyclist in the state.

Distribute the selections and questions. Tell students to read the selections and then answer the questions and complete the cause-and-effect statements. When students have finished, conduct a discussion regarding each selection. Call on students to provide answers. Ask students to locate in the selection the evidence that supports their answers.

A Cause for Creativity

Distribute three blank index cards to each student. On each card, students are to write a statement that describes an event. Collect, shuffle, and redistribute the cards, three to each student.

Tell students to read the cards they have received and write a story that includes the three events. The story must be constructed so that one event is the cause of another, which is the cause of the third. The events can be combined in any order. For example, the cards drawn might have the following three events:

> I ate an apple.
> John ran around the school.
> Susie finished her homework.

They could be used in a story as follows:

> First period would not start for another 15 minutes. From the window of the classroom, I watched my friend John run. He ran around the school every morning as part of a training program to get in shape. Just watching him made me feel hungry, tired, and thirsty. That reminded me that I had an apple in my desk. The apple was crisp, fresh, and delicious. The noise of my biting into the crisp apple woke Susie. She had fallen asleep at her desk while finishing last night's homework. She thanked me for waking her and completed her assignments.

In this story, John's running around the school caused the narrator to eat an apple. The narrator's eating the apple caused Susie to wake up and finish her homework.

Make certain that students understand the difference between cause-and-effect relationships and a sequence of events. Students should not merely string together the events in a believable order. Rather, the event on one card must be presented as a cause of the event on another card. After students write their narratives, instruct them to write two or three cause-and-effect questions based on their narratives. Examples of such questions for the passage above include:

What was the reason for the narrator's eating the apple?

What caused Susie to wake up?

How did John's running affect the narrator?

For what reason was John running around the field?

What was the effect of the narrator's biting into the crisp apple?

Collect and look over students' narratives and questions. Produce a handout containing the best ones for students to solve independently. After students have answered the questions, discuss the correct answers.

Objective 8: Identify an accurate generalization.

This objective requires students to make a reasonable generalization from a series of details contained in a reading selection.

Sample Item

Read the following passage. Then answer the question.

> The American author Herman Melville was 17 when he went to sea on a ship bound for Europe. From this experience came the material for his book Redburn. Later, Melville sailed on a whaling ship, but difficult work and unpleasant companions made him feel miserable. He jumped ship in the Society Islands and lived among the natives. His experiences on the whaling voyage inspired Melville's greatest work, Moby Dick. His life in the Society Islands was recorded in the book Typee. Melville then traveled to Tahiti, which was the inspiration for the book Omoo.

Which of the following statements is supported by the information given in the passage?

A. Herman Melville used his experiences at sea and on tropical islands as material for his books.

B. Herman Melville was the greatest writer in the history of American literature.

C. Herman Melville's experiences in Tahiti were recorded in his book Redburn.

D. Herman Melville never enjoyed himself at sea.

Test Questions

1. A test item will present a reading selection followed by the question, "Which of the following statements is supported by information given in the passage?"

Answer Choices

1. The correct answer choice will be the most reasonable generalization that can be drawn from a series of details provided in the selection. This generalization will be accurate, relevant, and supported by information in the selection.

2. Incorrect answer choices will be statements of the following types:

   a. Contradicted: A statement that is contradicted by information in the selection.

   b. Unsupported: A statement for which insufficient evidence is presented in the selection to support the statement.

   c. Irrelevant: A statement for which no evidence is presented in the selection to support the statement. This statement usually introduces information not included in the reading selection. Although irrelevant, this type of answer choice includes at least one concept that is contained in the reading selection.

Answer Analysis for Sample Item

1. Answer choice A is a correct generalization because it is supported by the series of details presented in the reading selection. For each book mentioned in the selection, Melville's experiences leading to the writing of the book are noted. In each case, Melville's experience served as a catalyst for the book.

2. Answer choice B is an irrelevant statement because Melville's place in American literature is not discussed in the selection. Although Moby Dick is called his greatest work, this has no bearing on whether he was the greatest writer in the history of American literature.

3. Answer choice C is a contradicted statement. The selection states that Redburn was based on his experiences on a ship bound for Europe; Omoo was based on his life in Tahiti.

4. Answer choice D is an unsupported statement because there is insufficient evidence in the selection to support it. Although the selection states that Melville did not enjoy his time on the whaling ship, there is no indication that none of his ocean voyages were enjoyable.

Instructional Emphases

The ability to make an accurate generalization based on a series of details is an important aspect of critical reading. It is one of many inference skills tested throughout the TEAMS program. This skill is tested in Grades 5, 7, and 9 and on the exit level exam. Your ninth grade students should have been exposed to this skill in earlier grades. Your task is to help students develop their ability to make a generalization from details at a more sophisticated level.

Each TEAMS generalization item contains in its reading selection all the requisite information needed for the examinee to arrive at the generalization presented as one of the answer choices. The students' job will be to read the selection carefully enough to recognize a defensible generalization.

A series of related details can be viewed together, as a whole, to form a generalization. For example:

Detail: The meat was juicy and tender.
Detail: The vegetables were cooked just right.
Detail: The mashed potatoes were fluffy and smooth.

Generalization: The dinner was made well.

The generalization in this example summarizes all the details in a short, general statement about a dinner. The details provide the evidence necessary for arriving at the generalization.

Because generalizations from details bear some resemblance to main ideas, it is important not to confuse them. A generalization can be similar to the main idea because any single statement that is supported by several details in a brief reading selection may be the primary idea of the reading selection. Although sometimes a correct generalization may be the main idea of a selection, this is not always the case. In some reading passages a set of details may describe only a part of the information presented in the selection; the main idea may encompass even more content.

Another distinction between main idea and generalization as tested in the TEAMS program is that the main idea of a selection can be either stated directly or implied by the details in a selection; the generalization is never stated directly in the selection. Rather, the generalization must be inferred from a series of details.

Possible Instructional Activities

Mystery Generalization

In this activity, students try to draw an appropriate generalization from a series of details. To prepare for this activity, write 10 to 20 statements, each on a separate sheet of paper. The statements should be generalizations--that is, each should be a general statement for which a number of supporting details could be listed. For example, you might use generalizations such as "Being a student is a hard life," or "It's better to live in the United States than in any other country."

Divide the class into small groups. Provide each group with a written generalization. Instruct each group to write as many supporting details as possible for that generalization.

Next, one group at a time presents its supporting details aloud to the class. Each time a detail is read, a class member tries to guess what the generalization is. If the guess is incorrect, the group reads aloud another clue to the class. The activity proceeds in this manner until someone arrives at the correct generalization. Then another group begins presenting supporting details for its generalization, and so on.

Pro and Con

The preparation for this activity is similar to that needed for the previous activity. Prepare 10 to 20 generalizations. The number of generalizations you prepare should equal the number of people in the class divided by two. Make sure that there are potentially two sides to each generalization on the list so that it is possible to argue both for and against the generalization. For example, a statement might be "Pat is a good athlete." Students could provide details supporting the generalization (such as "Pat is a champion swimmer," and "Pat is the top scorer on the basketball team.") as well as details that argue against the generalization (such as "Pat does not enjoy sports," and "Pat is very clumsy.").

Number each generalization and write it on two separate sheets of paper. Fold these sheets so the generalization cannot be seen. On the outside of these sheets write the number of the generalization. On the outside of one of the two sheets of a generalization, write "pro"; on the other, write "con." Thus, the generalization itself cannot be seen; only its number and "pro" or "con" can be seen. Make a stack of "pro" sheets and a stack of "con" sheets.

Divide the class into groups of two. Each group is given a generalization from the "pro" stack and a generalization from the "con" stack. Take care that no group receives the "pro" and "con" of the same generalization; that is, no group should have

the same number on both generalizations. Once each group has a sheet from both the "pro" and "con" stacks, the students write details that support the generalization on the "pro" sheet. The group then writes details that refute the generalization on the "con" sheet.

After groups have had enough time to deal with both their "pro" and "con" generalizations, call out a number. Both groups with that number should step forward. One group will be "pro," and the other "con." The "pro" group, without reading the generalization, presents supporting details. Next the "con" group, again without reading the generalization, presents details that undermine the generalization. Other class members then write what they think the generalization is. At that point, you should read aloud the generalization so that students can see if they guessed correctly.

You may choose to have the class vote on which group presented its case more strongly. Voting should not be based on the most popular viewpoint but on the viewpoint that was presented most forcefully. That is, if a group worked diligently and creatively to support a generalization that the earth was flat, the flat-earth argument should win the day! After all, in solving TEAMS items the students' preconceived ideas might hurt them. On the test, students must make generalizations based solely on supporting details within a reading selection. Adding their own outside information might result in incorrect conclusions.

General Bingo

In this activity students play a form of bingo in which they must make a generalization from a series of details. The initial preparation for this game involves one to three hours, but the materials are reusable both in subsequent class sessions and subsequent years. You will need nine generalizations, each with at least three supporting details. You may create these yourself, or have each student make one generalization with supporting details and select from among this batch. The generalizations could be wide ranging or focus on a content area such as English, science, or history. A sample list of some generalizations and supporting details follows.

Thomas Edison was responsible for many great inventions.
1. Edison invented the lightbulb.
2. Edison invented the phonograph.
3. Edison pioneered motion pictures.

Successful musicians sing in a variety of distinctive styles.
1. Johnny Cash sang in an earthy, soulful style.
2. The Beach Boys built complex harmonies into simple tunes.
3. Bob Dylan often sang in a poetic, almost speaking style.

Many artists receive little recognition during their lifetime.

1. Author Herman Melville could not support himself by writing.
2. Edward Taylor's poems remained virtually unknown for 200 years.
3. Almost none of Van Gogh's paintings were sold during his life.

A baseball player can score a run in many ways.

1. A baseball player can score by hitting a home run.
2. A baseball player can score on a base hit.
3. A baseball player can sometimes score on a batter's out.

Next, cut out cards (at least eight-by-eight inches) from cardboard and draw a four-by-four bingo grid on them. Making the cards out of cardboard will help ensure that they endure for reuse. There must be enough cards for every student to have one. Above each card's grid write the letters A, B, C, and D as the headings for the vertical columns from left to right. Number the horizontal rows 1, 2, 3, and 4 from top to bottom along the side of the grid.

Write a supporting detail from the list of nine supported generalizations in each square of the grid. The same supporting detail should not appear twice on the same grid. A grid should contain three supporting details for each of three generalizations. This will fill nine of the squares in the grid. No two grids should contain sets of three supporting details for the same three generalizations. The remaining seven spaces on the grid can be filled in using one or two details each from other generalizations. A sample card appears below.

	A	B	C	D
1	A baseball player can score by hitting a home run.	Edison invented the lightbulb.	Author Herman Melville couldn't support himself by writing.	Pro baseball players earn high salaries.
2	Almost none of Van Gogh's paintings were sold during his life.	Shakespeare made a good living from his theatrical work.	Edison pioneered motion pictures.	Huckleberry Finn is about a boy becoming a man.
3	A baseball player can score on a base hit.	New phone systems include paging features.	A baseball player can sometimes score on a batter's out.	Johnny Cash sang in an earthy, soulful style.
4	Edison invented the phonograph.	Mozart's music has an excellent classical control.	Edward Taylor's poems remained virtually unknown for 200 years.	Harper Lee wrote To Kill a Mockingbird.

In addition to the bingo cards, create a handout that lists all nine generalizations (without the supporting details). The list should also include a number of generalizations that were not used in filling in the grid. These latter generalizations will serve as distracting elements to make the game slightly more difficult. For example, part of a handout that corresponds with the sample bingo card above might appear as follows:

GENERALIZATIONS

New York City is a city of many cultures.

George Washington was a great man.

Thomas Edison was responsible for many great inventions.

Successful musicians sing in a variety of distinctive styles.

The Trojan War was won with strategy rather than military might.

Computers save time in a variety of ways.

Many artists receive little recognition during their lifetime.

Every classical composer has a distinctive style.

A baseball player can score a run in many ways.

To play the game, hand out one bingo grid card and the sheet of generalizations to each student. Then call out the designation for a location in the grid such as "A1." If the call is "A1," then students write, on a separate sheet of paper, "A1" followed by the supporting detail their "A1" square contains. Then call out another square designation. Students write the supporting detail from that square under the statement they previously wrote from "A1."

Students will be gradually compiling a list of supporting details. Their goal is to collect three supporting details for one of the generalizations on the generalization handout. The first student to have three supporting details for a generalization calls out "bingo." (Unlike ordinary bingo, the "covering" of an entire row, column, or diagonal is irrelevant to the playing of this game.) When "bingo" is called out, check that the student's tabulations of supporting details are accurate. If so, have the student read aloud the three details and the generalization the student believes they support. Discuss with students whether the generalization is supported by the three details. If the student has drawn a correct generalization from the details, then the student has won. If not, the game continues. You may wish to produce several winners before "clearing" the cards and starting over.

If you repeat the activity at a later time, make sure that students are using a card other than the one they used before to ensure that students are exposed to new generalizations.

Name That Generalization

In this activity, teams of students compete against one another to see who can most quickly arrive at the correct generalization from a series of details. Preparation for this activity is not complicated, but it must begin a day before the activity is to start. Divide your class into teams of three students.

Allow each team about 30 minutes to write five generalizations (one per sheet of paper), each accompanied by five supporting details. Students should make two copies of each generalization and its supporting details. Each team should write a team name it selects on the sheets containing its generalizations. Collect and look over the students' work briefly to ensure that the supporting details actually support the generalizations without restating them.

This pool of supported generalizations becomes the basis for the game "Name That Generalization." Select two teams ("Team A" and "Team B," for example) to start. Two team members on each team will be "namers" and one will be the "cluer." The namers from each of the two selected teams come to the front of the class. Select two supported generalizations from the stack you have collected and give one to each team's cluer. The generalizations you choose must be ones that are familiar to neither of the teams that are playing. Choose a team to start (for example, Team A). The cluer for Team A then reads one of the clues (supporting details) for the generalization the cluer has been given. The namers of Team A then say what they think the generalization is. If they are correct, they are given one point. If not, the cluer reads another detail, they guess again, and so on until either the namers determine the generalization or all the supporting details have been used. If the namers guess correctly, they are given the number of points equal to the number of clues they needed. If the namers don't identify the generalization after five clues, they are given six points.

Then it is Team B's turn to identify its generalization from the supporting details provided by the team's cluer. The team that identifies its generalization after the fewest number of clues wins, and another team is selected to compete against it using two new generalizations. If the two teams tie, both can play again or two new teams can play.

Trial By Generalization

In this activity students determine whether an accused fictitious person is guilty or innocent of a crime by drawing a

generalization based on the presented evidence. To prepare for this activity, create a "docket" of cases. For instance:

> Elmer Winslow, age 15, is accused of stealing the camera of Pamela Humphrey from her locker on the 15th of November.
>
> Bud Hiller, age 35, is accused of trying to injure his wife by feeding her rotten potato stew on the 28th of January.
>
> Betsy Nudnik, age 19, is accused of vandalizing the property of Mr. Chester Ordnoy by spraying red paint on his Rolls Royce on the 19th of August.

Divide the class into groups of approximately six students. Give each group the docket of cases and assign each group a case. Tell each group if their "client" is guilty or innocent. Only members of the group that is assigned a particular case, however, should know whether their "client" is guilty or innocent.

Each group should then prepare two "closing arguments"--one for a prosecuting attorney and another for a defending attorney--consisting of a series of details. Every group will have to select two spokespersons, one for each side of the case. Each side of the case should have details that seem to support the position, but the verdict should nonetheless be evident to those students who correctly examine all the clues. For instance, brief closing statements for the case of Elmer Winslow (who is innocent) could be as follows:

Prosecution

> Elmer Winslow has always admired Pamela Humphrey's camera. Witnesses have heard him say that. In fact, both John Henry and Clayton Thomas testified that they saw Elmer with a camera exactly like Pamela's the day after Pamela reported that her's was missing. True, Henry is Pamela's boyfriend, but Clayton does not even know Pamela. Elmer and Pamela have never gotten along and Elmer has been heard saying that Pamela should be taught a lesson. Elmer admitted he knew that Pamela's camera was her prized possession. He once grabbed it from her and pretended he was about to drop it. The facts indicate that Elmer is hardly a good citizen. He was recently involved in a fight and has been called to the principal's office on disciplinary matters three times this year. He has been seen with Frank Sims, a student arrested and convicted of stealing three times. Clearly, Elmer's background has led him into crime. Two of his uncles are in prison--one for fraud and the other for embezzling. He frequently visits both men. This is clearly a case of nothing good coming from nothing good.

Defense

Everything can be explained. Elmer got into a fight defending an old woman who was being mugged. He was called to the principal's office because the principal wanted Elmer to stop writing editorials for the school newspaper that contained critical comments on school and public issues. Nearly the entire faculty supported Elmer. Some of Elmer's suggestions about how to improve student/faculty relations were later implemented. Elmer believers in personal growth and tried to persuade Frank Sims to give up crime. Elmer is so honest that he testified against the uncle who was convicted of fraud. Elmer maintains his other uncle is innocent and is trying to prove it. Elmer visits both his uncles because he refuses to abandon his family. By the way, Elmer's father is a respected judge and his mother is a surgeon--so much for his "bad" family. Elmer does not get along with Pamela because he feels she is close-minded and possessive. This does not make him a thief. Before now, Elmer had never been accused of stealing anything before. Finally, Elmer is the photographer for the school newspaper. The newspaper's camera is the same make and model as Pamela's. What suspicious act was Elmer commiting when seen with a camera? He was, of course, taking pictures for the school newspaper. A search of Elmer's belongings has yielded no other camera.

Call on a group to present the case it was assigned. The group's spokespersons should give both sides of the case. Members of the class should jot down notes and then write down whether they think the accused is guilty or innocent. Have all students except those in the presenting groups vote via secret ballot about the accused's innocence or guilt. Explain to students that they are, in effect, drawing a generalization from a series of details. If students need clarification of a fact in the case, they can direct questions to members of the group that presented the case.

After the secret ballot is counted, lead a class discussion concerning the facts of the case and the actual guilt or innocence of the accused. You can then call on another group to present its case or save other cases for later class periods.

Objective 9: Identify the author's point of view and/or purpose.

This objective requires students to identify a statement that best reflects the author's attitude toward a topic discussed in a reading selection.

Sample Item

Read the following passage. Then answer the question.

Have you ever wanted a name other than the one you received from your parents? Some people go to court to be granted new names. They may consider their first or last names to be unattractive, embarrassing, too ordinary, or too exotic.

A dentist named Ellen Hurt changed her last name to Andrews. Timothy Greeley, a painter, became Timothy Color. An elderly man with a long white beard selected Santa Claus as his new name. A woman named Sandra Ann altered her last name from Fear to Joy.

William Wilson Bobo had two reasons for changing his name to Beau Wilson Williams. One was that he was always being teased about his name and was frequently called "Bozo" and "Booboo." His other motivation was his marriage to a Colombian woman. She informed him that "bobo" meant "idiot" in Colombia and complained that she didn't enjoy being "Mrs. Idiot."

Johnny Joe Jones became Anthony Tyrone Del Vecchio to enhance a new image that he was cultivating. He also lost 50 pounds and changed his hairstyle. "I didn't feel good about myself when I was Johnny Joe," he said. Now he not only feels better about himself, but also finds that people treat him with more respect.

A person is legally allowed to change a name to anything except a number. This was decided by the Supreme Court in 1980 when a teacher wanted his name changed to 1069.

To adopt a new name legally, first file a petition with the county clerk. Then you make a court appearance that usually lasts approximately 10 minutes. Next you must file legal papers with the secretary of state in the state capital. Finally, you must have notices published in the newspaper to announce your name change. This simple process has proven worthwhile for many individuals who once felt burdened by their given names.

Which of the following statements best reflects the author's attitude toward having one's name legally changed?

A. Some people can become happier by changing their names.

B. Changing one's name is a foolish thing to do.

C. It should be illegal for people to change their names.

D. People should always choose their own names.

Test Questions

1. A test item will present a reading selection followed by a question about the author's attitude toward a subject discussed in the selection.

2. The reading selection will be used to test other objectives in addition to this one. That is, reading selections will be followed by test questions measuring different objectives.

Answer Choices

1. The correct answer choice will be a statement that reflects the author's attitude toward the subject matter to which the question refers.

2. Incorrect answer choices will be plausible but inaccurate statements of the author's point of view.

Answer Analysis for Sample Item

1. Answer A is the correct answer choice. It is an accurate statement of the author's attitude toward having one's name legally changed. The last sentence of the first paragraph states that people change their names because they are dissatisfied with their names. The third and fourth paragraphs present examples of people who have changed their names. The person described in the fourth paragraph "feels better about himself" after having changed his name. In the last sentence of the selection, the author states that changing one's name "has proven worthwhile for many individuals who once felt burdened by their given names." All of these points provide evidence supporting this answer choice as an accurate statement of the author's attitude toward having one's name changed.

2. Answer choices B,C, and D are all inaccurate statements of the author's attitude toward legally changing one's name. The last sentence clearly contradicts answer choice B, as do the examples provided to support the idea that changing one's name can be worthwhile. Answer choice C is inaccurate

because nowhere in the reading selection is there any evidence that the author believes that changing one's name should be illegal. Answer choice D is also an inaccurate statement of the author's point of view. Although the author of the selection presents legal name changes as an action bringing positive consequences to some individuals, evidence supporting the opinion that "people should always choose their own names" is not provided in the selection.

Instructional Emphases

When reading written material, an ability to discern the author's attitude or point of view is an important skill. Authors are individuals and, as such, possess certain biases toward the material they treat in their writing. Students need to be aware of this phenomenon so that they recognize that authors may be attempting to persuade readers to adopt certain positions. This important critical-thinking skill contributes to the development of perceptive, responsible, and selective readers.

In responding to TEAMS items for this objective, students need to use evidence provided in the selection to arrive at a reasonable conclusion. Details supporting a particular point of view and more general attitudinal statements can indicate an author's attitude.

Consider the reading selection in the sample item provided above. Each paragraph can be summarized, and these summaries can help the reader to arrive at a generalized assessment of the author's attitude toward legal name changes.

Paragraph 1: People who don't like their names change them.

Paragraph 2: Four individuals changed to names that suited them better.

Paragraph 3: A man changed his name to make both him and his wife happier.

Paragraph 4: A young man changed his name, and it made him and other people feel better about him.

Paragraph 5: You can change your name to anything you want as long as it isn't a number.

Paragraph 6: Many people have found it worthwhile to change their names.

Caution your students against selecting an answer choice that expresses their <u>own</u> attitude toward the subject indicated in the test question. The correct answer to an item testing this TEAMS objective must be the statement that expresses an attitude that is implied <u>in the selection</u>.

Possible Instructional Activities

Movie Critics

By considering one another's critiques of films or television programs, students can develop an awareness of biases and opinions in what people write. Have students write reviews of films or television shows they have seen recently. Encourage them to use details to illustrate their points of view and to avoid obvious opinion statements such as "I liked the movie very much" or "This program was really awful."

Collect student critiques. Select a few compositions that provide sufficient supporting evidence for an attitude toward a film or program. Read these aloud to the class. You can eliminate blatant opinion statements from the compositions before reading them aloud. Ask the other students what the author's attitude toward the film or program was and how they drew that conclusion from the information provided in the critique.

As a variation of this activity, ask students to review books that they have read.

Supporting Evidence

Students can enhance their awareness of implied attitudes by actively supporting an attitude that is prescribed for them. Create a list of four or five different attitudes regarding the same topic. For example:

A. One's years as a teenager are the most difficult years of all.

B. Being a teenager is difficult but fun.

C. One's years as a teenager are the most fun years of all.

D. It is easier being a teenager than it was being a child.

E. It is harder being a teenager than it was being a child.

Write the attitude statements on the board, or distribute copies of the list. Each student is to select an attitude, write a list of five to ten details or comments supporting the attitude, then construct a paragraph from these statements.

As a variation, you can assign specific attitudes to students rather than allowing them to select one. Ask students to support the assigned attitude regardless of whether they agree with it.

Call on students to read their paragraphs aloud. Have other

Call on students to read their paragraphs aloud. Have other students identify the attitide being supported in each paragraph. Alternatively, collect papers and read selected paragraphs aloud. Have students tell you which one of the attitudes is expressed in each paragraph. Discuss how each of the paragraphs illustrates the use of details and comments to provide support for a particular point of view.

Authors' Attitudes

Select several magazine and newspaper articles from which you can infer authors' attitudes. Distribute copies to your students. Ask students to read the articles independently. For each article, students are to compose an "author's attitude" statement and underline, in the article, supporting details and comments. The attitude statement should not be taken word-for-word from the article, but it should use different words to summarize an expressed attitude.

Call on students to read their attitude statements for the articles. Discuss supporting evidence for these statements.

SKILL AREA: REFERENCE USAGE

The skill area of reference usage includes two objectives. The first objective deals with the selection of reference sources and requires the student to choose the appropriate reference source for locating requested information. The second objective focuses on the use of graphic sources and calls for the student to use a graphic source of information to find requested information.

Objective 10: Identify the purpose of various sources as aids in locating information.

This objective requires students to select the reference source that is most appropriate for locating the information specified in a test item.

Sample Item

Choose the reference source that would be most helpful.

Which reference source would give you synonyms for the word implement?

A. almanac

B. thesaurus

C. atlas

D. encyclopedia

Test Questions

1. A test item will present a one-sentence question that asks the student to identify which reference source should be used to obtain a specified piece of information.

2. The specific piece of information that is required will be available in one of the following reference sources: almanac, atlas, dictionary, encyclopedia, newspaper, Readers' Guide to Periodical Literature, telephone directory, or thesaurus.

Answer Choices

1. Each answer choice will be one of the eight reference sources listed above.

2. The correct answer choice will be the reference source that provides the information specified in the question.

3. Incorrect answer choices will be reference sources that generally do not provide the information specified in the question.

Answer Analysis for Sample Item

1. Answer choice B is correct because a thesaurus is a book containing lists of synonyms for words.

2. Answer choices A, C, and D are incorrect. An almanac (answer choice A) is usually an annual publication containing a wide range of statistical and historical information relating to topics such as countries of the world, sports, and entertainment. Answer choice C is incorrect because an atlas is a book of maps. Answer choice D is also incorrect because an encyclopedia is an alphabetized, usually multivolume, reference containing information on persons, places, and things.

Instructional Emphases

Reference usage skills include both knowing which reference source to consult and how to use it. This objective concentrates on the first of these two components, that is, selecting the appropriate reference source.

Students need to know the specific uses of each of the eight eligible reference sources. For example, they should know when to use a thesaurus rather than a dictionary and in which cases an almanac would prove more helpful than an encyclopedia. You can reinforce these distinctions by encouraging your students to familiarize themselves with the special purposes of each of the reference sources. Indicate also that some of the information in some reference sources overlaps; for example, information pertaining to national flags can be found in an atlas, an almanac, and an encyclopedia. It will be helpful to have one or more examples of each reference source to show your students.

Students are tested on this objective on the seventh grade TEAMS examination. At that grade level, however, almanacs, the Readers' Guide to Periodical Literature, and thesauri were not eligible for testing. Thus, you may have to introduce your students to these sources. A good way to introduce students to a new reference source is to make copies of several of its pages. Distribute these to students and lead a discussion about the reference source. Help students to understand what information is included and how it is organized in each source.

When discussing the almanac, be sure students have a few pages of the index (or a copy of the "quick reference index"). This will help students understand what kinds of information are in the almanac. Emphasize that specific information is located by first referring to the index.

Many students find the Readers' Guide difficult to use because of its unusual format and its reliance upon abbreviations. Be sure to distribute copies of the abbreviation key appearing at the front of the Guide.

A thesaurus often contains a list of abbreviations used, a short section describing how to use the book, and a description of how the entries are classified. Include these pages in those distributed to students. Emphasize that, in a sense, a thesaurus is the opposite of a dictionary. You turn to a dictionary when you know a word but aren't sure of its meaning. You consult a thesaurus when you know the meaning you want to express but aren't sure of the appropriate word.

A student should learn both when and how to use each of the reference sources. Exercises that include using these sources will be particularly useful. Although this objective does not test students on their ability to find requested information after selecting the appropriate source, the practice of using reference sources will greatly contribute to students' ability to select the appropriate source when looking for information.

Encourage your students to use reference tools as often as possible. Look for ways in which students can use the sources to assist them with classroom activities. Try to make it clear that a reference source is the student's ally. You might also point out examples where reference sources are useful in "real-life" situations, that is, those that are not specifically related to assignments at school. With practice, students will learn where to turn when in search of a specific kind of information.

Possible Instructional Activities

Hot Seat

One of the first things you should do with your students is introduce the eight reference sources under consideration. As mentioned above, three sources (almanac, Readers' Guide, and thesaurus) are tested for the first time at this grade. These sources will probably need to be introduced to students, and the other five sources should be reviewed. There are many ways to implement such an introductory activity. Here's one way.

Divide your students into eight groups and assign one of the eight reference sources to each group. Each group will be responsible for presenting to the class information pertaining to their reference source. A different source will be presented to the class in each of eight consecutive weeks. Each group will need one or two library periods to prepare and parts of three class periods to present its material. For example, during the first week you might send the "almanac" group to the library during class time on Monday and/or Tuesday and have them present their

findings on Wednesday, Thursday, and Friday. Group members are to divide the responsibility for various parts of the report and present the following information:

Wednesday: General Overview

-- where to find the source
-- how the source is organized
-- how to use the source
-- what kind(s) of information is found in the source
-- different varieties of the source (if applicable)
-- how often the source is published
-- how often the information provided by the source changes

If possible, group members can distribute to their classmates copies of pages found in the reference source.

Thursday: Interesting Information

-- one or more reports on specific information found in the reference source

Friday: Hot Seat

The other members of the class ask the group TEAMS-type questions about whether or not specific pieces of information could be located in the reference source.

Except for the first day, these daily sessions can probably be quite short--five minutes is likely to be sufficient. Select a new group to work with a new reference source each week.

Password

This activity is a variation of a game show that was once very popular. This version of Password, however, will reinforce students' knowledge about when to use each of the reference sources being tested by this objective. The only materials that need to be prepared in advance are cards that list the names of the eight reference sources in different orders. To play this game, students should have a basic understanding of when to use each reference source.

To begin the game, choose two student participants. One student will be the "clue-giver," and the other student will be the "password-guesser." The clue-giver draws at random one of the cards that have been prepared in advance. The reference source at the top of the list is the first password. The clue-giver should then indicate something that is contained within the reference source or something for which the reference source is used. After this one clue, the password-guesser is allowed one

guess about which reference source is the password. If the password-guesser fails to select the correct reference source, then the clue-giver gives another clue. This continues until the password is guessed. When the correct reference source is identified, the clue-giver proceeds to the next source on the list and repeats the process until the two students have gone through the list of sources on the card. Repeat this process with other pairs of students. A variation of this activity is to select one student to be the clue-giver. This student then presents clues to the other class members, who guess the identity of the reference source.

No clue may be given more than once. To ensure this and to help give the game more value as a study aid, list each of the eight reference sources on the chalkboard. After a password is determined, list (or have a student list) the clues that were used to determine each reference source's identity. The game becomes easier as students gain a better understanding of how the different reference sources are used. On the other hand, the game becomes more difficult as the obvious clues are used and the clue-giver must use more imagination and thought to come up with clues.

The awarding of points is not essential, but scoring may be handled in one of two ways. The two students can be rated on how many guesses were needed to uncover all eight sources or on how much time the pair needed to identify all eight sources.

Straight to the Source

This activity will probably require a period spent in the library. Distribute copies of a list of 20 to 30 phrases describing a piece of information. Each phrase should be a logical ending to the question "where would you look to find out...?"

Assign each student one type of reference source in which to search for information on the topics. Compile the list so that each reference source has some topics for which it would prove useful. Ask students to determine whether they can find the answer to each research question listed using only their reference source. The goal of the search is to learn about the types of information that can be found in each of the eight reference sources that are eligible for testing on the ninth grade TEAMS examination. You may wish to require that students indicate whatever answers they are able to find to the question phrases. In this way, you can ensure that students actually go through the process of locating the information rather than simply guessing about the kinds of information they will find in their assigned source.

If the research topics are carefully chosen, students will find that they can find information on some of the topics very easily with their reference source. At the same time, they will

find that their reference source is of little use with other topics from the list. Students should learn both the uses and the limitations of the particular source with which they are working.

The ultimate product of this activity can be a large chart in which students' findings are compiled. An example of such a chart appears on the following page. Check marks can be used to indicate in which source each piece of information can be located. You can either have one student representing each reference source fill in the appropriate column or call on students to tell you how to compile the chart.

A class discussion should occur before, during, and/or after the completion of the chart. You may wish to call upon individual students to summarize the uses of their assigned reference source. Other students who investigated the same source may wish to add something from their own findings to the summary.

To check for students' general understanding of the uses and limitations of the eight reference sources, provide further topics for which students are to indicate possible sources.

Where would you look to find out...?	ALMANAC	ATLAS	DICTIONARY	ENCYCLOPEDIA	NEWSPAPER	READERS' GUIDE	TELEPHONE DIRECTORY	THESAURUS
synonyms for the word "use"								
the address of a local supermarket								
the birthday of Katherine Anne Porter								
information about today's weather								
the colors in Kenya's national flag								
the name of a local Mexican restaurant								
how to pronounce "onomatopoeia"								
what number to call in an emergency								
the written works of Charles Dickens								
Americans' favorite TV programs								
the countries bordering Austria								
the meaning of the word "segue"								
who has a used guitar for sale								
the top home run hitter in history								
the birthplace of Abraham Lincoln								
titles of magazine articles about acid rain								
other words meaning "happy"								
the population of Rome, Italy								
recent sources of information about Laurence Olivier								
the name of the inventor of the kaleidoscope								

Objective 11: Use graphic sources to get information.

This objective requires students to use a graphic source of information to answer a question presented in a test item.

Sample Item

Use this map to answer the question.

Which of the following countries shares a border with Hungary?

A. Bulgaria

B. Poland

C. Austria

D. Germany

Test Questions

1. A test item will present one of the following graphic sources of information: diagram, list, map, picture, scaled drawing, schedule, table, or time line. (Maps will include a directional indicator and may include a legend.)

2. Each graphic source will be followed by at least two questions that require students to locate or infer information from the graphic source. The questions will specify the information to be obtained and will provide any data necessary for finding that information.

3. Mathematical operations will not be required.

Answer Choices

1. The correct answer choice will be the piece of information derived from the graphic source that accurately answers the test question.

2. Incorrect answer choices will be any of the following types:

   a. Adjacent Information: Information from the graphic source that is next to the requested information.

   b. Similar Information: Information from the graphic source that is similar in meaning or appearance to the requested information.

   c. Incorrect Information: Information from the graphic source that does not answer the question.

Answer Analysis for Sample Item

1. Answer choice A is incorrect. Bulgaria does not border Hungary.

2. Answer choice B is also incorrect. Poland and Hungary do not share borders.

3. Answer choice C is correct. Hungary shares its northwestern border with Austria.

4. Answer choice D is incorrect. Germany is adjacent to Austria, the correct answer. Germany does not share a border with Hungary.

Instructional Emphases

Reference usage skills depend on knowing when and how to use a particular reference source. This TEAMS objective concentrates on the second of these two components. In the course of their studies (as well as outside of school), students will need to extract specific information from graphic displays. This involves skills such as alphabetizing, reading rows and columns in tables and graphs, and interpreting information presented in keys and legends of maps and diagrams.

The graphic sources presented in the TEAMS test items will be similar to displays found in reference sources and school textbooks. Although some types of graphic displays may be already well understood by your students (the same graphic sources are tested in the seventh grade), others may not be. Try to provide at least some instruction and practice in the use of each type of graphic display listed above. Certain graphic sources such as lists will take little time to review. Others such as tables or scaled drawings may require more explanation and practice.

If possible, more than one version of each type of graphic source should be available to students so that students can see that there are different forms of maps, time lines, scaled drawings, etc. You may wish to point out to students that graphic sources are used in many content areas to convey various kinds of information. Students will probably be able to find examples of graphic displays in all of their textbooks. Remind students that graphic sources are informational aids that illustrate what the author is discussing and provide the reader with additional information in "picture" form.

When preparing your students for this objective, inform them that the ability to read a graphic source involves being able to understand what is stated directly and what is implied. The first step in reading a graphic source is to determine what information it contains. Students must understand the layout and purpose of the graphic source. Draw students' attention (when applicable) to information such as the title of the graphic source, the column and row headings, the values that are being compared, and the meanings of symbols that appear in the source.

Once students grasp the nature of information contained in graphic sources, they are prepared to answer questions such as those presented in TEAMS items. To answer the easiest of these questions, students will merely have to extract information directly from the graphic source. For example, a direct question concerning the simple table below would be, "How many hogs were sold in Monrovia in August?"

Hog Sales

City	August	September	October
Monrovia	250	350	260
Arcadia	180	390	275

The more difficult questions will also depend on information presented in the graphic source, but they may require the student to compare and contrast information. An example would be, "During which month were the most hogs sold in Monrovia?" Answering this question requires more than locating a single piece of information; several pieces of information must be found and evaluated.

When providing sample questions for students, ask questions whose answers are stated directly in the graphic source before asking questions whose answers require inferences. Use simple displays before moving on to more complex ones. A list, for instance, is easier to understand than a table. Through explanations, examples, and judiciously formulated questions, you can enhance students' ability to use and understand graphic sources of information.

Possible Instructional Activities

Survey Madness

Divide the class into groups of three students. Tell each group that it is responsible for conducting a survey about a topic of its choice. Sample survey topics include:

What are the best and worst meals in the school cafeteria?

What is the greatest problem facing education today?

If you could choose a career, what would it be? Is it the same career that one or both of your parents chose?

How many people are in your family? How old are they?

The surveys can be conducted among members of the class, other students and staff at the school, and family members. They can involve one or more than one question and must generate enough information for the students to make a graphic representation of the results.

Tell each member of a group to make a graphic display showing the results of that group's survey. If necessary, the graphic display of one group member may represent the same information as the graphic of another member of the same group. The format, however, must be different. Although lists and tables will be the most readily generated types of graphic displays, the different ways to represent information are limited only by the imagination of the person making the display.

Tell students to write three questions that can be answered by referring to their graphic displays. Finally, have each group present its survey results to the rest of the class, after which the group members should ask the rest of the class the questions they've composed.

Design Delegations

Divide the class into small groups. (Students may also fulfill this assignment individually.) Assign each group one type of graphic source. Have each group research a topic and present the results in the form of the assigned graphic source. The final graphics should be large and somewhat complex.

For example, one assignment can be to draw a large, poster-sized map of the school. Students would have to make various decisions about this map prior to delegating responsibility for creating its different parts. Students would have to decide what the various symbols on the map would look like and what these symbols would signify. A legend would be needed. A scale for the map would also have to be established. It might be helpful to draw the map on a grid so that an index for the map could also be made. An alternate example of a group project would be a time line of modern world or U.S. history, the history of the school, or the history of the town or state. Once again, there would be a division of responsibilities. A student could, for example, be responsible for a specified span of time. Students would first agree upon a chronological scale and a consistent display format.

Working in groups to complete this project allows students to conceive and carry out graphic displays of a grand and complex order. Display the work of each group. Ask students to write questions similar to TEAMS items that go along with their graphic displays. These questions can be used to provide practice using graphic sources of information.

Texas Tours

Divide the class into groups, each of which will be responsible for collecting travel information relevant to one mode of travel (for example, car, bus, train, airplane, boat). Examples of information that can be collected are:

-- the prices and departure times of buses going from Austin to Dallas

-- the schedule of flights leaving San Antonio for Los Angeles

-- the daily, weekly, and weekend rates, including mileage charges, for a rental car

-- a list of cities in Texas that are accessible by train

After this initial research has been completed, tell each group to produce a master chart containing all the relevant information for that particular mode of travel. These master charts should include at least three different kinds of graphics. For instance, the group organizing bus information could make (1) a time line of departures and arrivals from the local bus station, (2) a map of state bus routes, and (3) a table of the different kinds of fares (and discounts) available. Other possible graphic displays for this group would be a schedule of express bus services and a diagram of the bus station showing which departure gates are used for various destinations.

The master charts can be displayed and used in a variety of ways. For example, create travel problems that can be solved by consulting one or more of the charts. The problems can involve comparing information to evaluate travel alternatives or constructing a travel itinerary that involves scheduling connections. (You may wish to include problems that involve mathematical computations, but remember that actual TEAMS items will not.) Possible problems include the following:

> Mrs. Taylor must make a 1 p.m. Thursday flight leaving from San Antonio. On the prior Tuesday, Mrs. Taylor will be in Austin. What is the latest bus she can take from Austin to San Antonio in order to make her flight?
>
> On weekends, how much does it cost to travel by bus from Dallas to Houston? Is this more or less expensive than the same trip by plane?

Plane Thinking

In this activity students use airline schedules to plan trips. Provide students with real or simulated airline schedules connecting at least five destinations. The schedules need not be comprehensive. Any flight listing need include only the name of the real or fictitious airline, the flight number, and arrival and departure times. You may compile this information yourself or ask students to research flight schedules for various cities. An example of how such flight schedules could be arranged follows:

FLIGHTS LEAVING AUSTIN

Departure Time	Destination	Arrival Time	Flight Number/ Airline	Days of Week
7:00 a.m.	Chicago	11:00 a.m.	45 Hawk	Daily
8:00 a.m.	Dallas	8:45 p.m.	33 Nation	Daily
9:00 a.m.	Atlanta	12:00 p.m.	6 Hawk	Fr, Sa, Su
1:00 p.m.	Chicago	5:00 p.m.	23 AirTrav	Mon-Fri
2:00 p.m.	Dallas	2:45 p.m.	46 AirTrav	Daily
7:00 p.m.	Atlanta	10:00 p.m.	18 Hawk	Sat only
8:00 p.m.	Dallas	8:45 p.m.	98 Nation	Daily

FLIGHTS LEAVING DALLAS

Departure Time	Destination	Arrival Time	Flight Number/ Airline	Days of Week
5:00 a.m.	Austin	5:45 a.m.	87 Hawk	Daily
6:00 a.m.	Chicago	8:00 a.m.	91 AirTrav	Daily
9:00 a.m.	Atlanta	11:45 a.m.	72 AirTrav	Daily
11:00 a.m.	San Diego	1:00 p.m.	77 Nation	Daily
2:00 p.m.	Austin	2:45 p.m.	5 Nation	Daily
6:00 p.m.	Boston	11:00 p.m.	2 Hawk	Daily
9:00 p.m.	Austin	9:45 p.m.	29 Nation	Daily
10:00 p.m.	New York	2:00 p.m.	11 Hawk	Daily

Tell students that they are to plan their air travel itinerary for a dream vacation to several destinations. Students must select at least three cities to visit. Their travel must include one destination for which there is not a direct flight from the previous destination so that students have to select an appropriate connecting flight. You may wish to have students present their itineraries in a specified format. The first part of a sample itinerary might appear as follows.

Name of Traveler: Tom Sheehan

Date of Departure: Tuesday, May 27, 1986.

Starting Point: Austin, Texas

Date	Flight Number/ Airline	From/To	Departs	Arrives
5/27	33 Nation	Austin to Dallas	8:00 a.m.	8:45 a.m.
5/27	77 Nation	Dallas to San Diego	11:00 a.m.	1:00 p.m.
5/30	00 AirTrav	San Diego to Maui	3:00 p.m.	5:30 p.m.

Once students complete this part of the activity, you may use the flight schedules or some of the student travel itineraries to pose other graphic-source questions to your students.

Graphics Grab Bag

This activity helps students appreciate how information presented in other classes is dependent on mastery of the critical reading skill involving the use of graphic sources to get information. Ask students to bring in an example of any of the eligible graphic sources from a textbook or handout used in another class. This source may be a diagram, list, map, picture, scaled drawing, schedule, table, or time line. Pick a student or ask for a volunteer to copy the selected graphic source on the board. Have this student ask the class five question based on the display similar to those that are eligible on the TEAMS examination. Continue to ask different students to present their displays and questions until a variety of different graphic sources and types of questions have been used. Use this activity to emphasize the myriad applications of graphic sources in a variety of areas.